

THE RELATIONSHIP BETWEEN PERCEPTUAL  
CHARACTERISTICS AND COUNSELOR EFFECTIVENESS RATINGS  
OF COUNSELOR TRAINEES

By

JOHN LeROY SWANSON

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In this study, the relationship between the ways that counselor trainees organize their perceptions of the counseling relationship and their counselor effectiveness ratings by outside judges was examined. Also, client and peer effectiveness ratings were compared with outside judge ratings.

Perceptual psychology provides the theoretical framework for this study. This view holds that the internal perceptions of the individual provide a viable perspective from which to study helper effectiveness.

The subjects were twenty-five graduate students at the University of Florida enrolled in the Counselor Education Department's Counseling Theory and Laboratory

course. They were shown two films of actual counseling sessions to which they made written responses describing what they were "experiencing in the counseling relationship." Three trained judges inferred the perceptual characteristics of the counselor trainees from their responses to the counseling films on seven perceptual dimensions, three of which were developed by this writer. Five outside judges who viewed two four-minute videotaped segments of each of the trainee's counseling rated the counselor effectiveness of the trainees on the Self-Anchoring Scale (SAS). In one section of the course, undergraduate students rated the counselor effectiveness of the trainees on the SAS after each of the students had been a client with a trainee for a thirty-minute session. In the other section, members of the lab training groups rated each other on the SAS.

It was hypothesized that trainees rated more effective would be judged on the perceptual dimensions as: (1) having a more internal frame of reference; (2) perceiving others as more able; (3) perceiving themselves as more identified with people; (4) perceiving in a more holistic way; (5) being more grounded in their perceptions; and focusing more on the (6) process, and (7) depth aspects of their experiencing.

## Results

This study provides some support for the idea that the perceptual characteristics of counselor trainees are related to ratings of their counselor effectiveness. For one set of film data, the scores on three of the seven dimensions were found to be significantly correlated with the outside judge counselor effectiveness ratings.

Trainees rated more effective were judged on the perceptual dimensions as (5) being more grounded in their perceptions, and focusing more on the (6) process and (7) depth aspects of their experiencing. For the other set of film data, no significant relationships with the effectiveness ratings were found. Thus, the two films differed in their ability to yield dimension scores which were significantly correlated with the effectiveness ratings. Possible explanations for these mixed results were suggested.

The multiple regression analysis results showed that the single best predictor of the effectiveness ratings was the Grounded-Ungrounded dimension. In agreement with previous perceptual research, the dimensions were found to be significantly intercorrelated. Theoretical support was presented for the idea that the intuitive process might be composed of a constellation of five perceptual dimensions: Grounded-Ungrounded, Content-Process, Depth-Surface, Holistic-Detailed, and Internal-External. Initial empirical support for this idea was found in the high positive

intercorrelations among these five dimensions. The SAS results indicated that outside judges could discriminate among the levels of counselor effectiveness with a high degree of interrater agreement. The outside judges were found to make more discriminating and critical ratings of the trainees than were the clients or peers. The client ratings were correlated .37 with the outside judge ratings. The clients rated most of the trainees highly which indicates that "error of leniency" may have affected these scores. The peer and outside judge ratings were correlated .85 indicating agreement in their effectiveness ratings of counselor trainees.

## CHAPTER I

### PROBLEM AND PURPOSE OF THE STUDY

#### Purpose of the Study

The purpose of this study is to explore the relationship between effectiveness ratings of counselor trainees and their characteristic ways of perceiving counseling. Most generally, this study investigates the theory that the ways in which a person characteristically perceives the helping relationship are related to his level of effectiveness as a helping person. As such, it is an extension of a body of perceptual research on the helping professions (Combs 1969). More specifically, this study is an attempt to further specify measurable criteria by which effective counselor trainees can be distinguished from ineffective ones.

#### Statement of the Problem

The field of counseling, despite a great deal of research effort, has so far been unable to develop specifiable criteria which clearly distinguish between effective and ineffective counselors. Attempts to distinguish effective from ineffective counselors on the basis of

academic measures; personality, interest, and attitude measures; and various behavioral measures have all failed to produce clear and consistent results. However, it is generally believed that competent professionals in the field can and do distinguish between the bunglers and the experts, but this is usually as far as the agreement goes. While experts can agree on whether a counselor or counselor trainee has got "it," i.e., the makings of a good counselor, or not; they do not agree on what "it" is. The differences do exist, but research attempts to pinpoint the characteristics which differentiate between effective and ineffective counselors have so far been unable to specify the desired objective criteria. Until these criteria are specified, the profession must fall back on the subjective judgment of its experts.

Stefflre, King, and Leafgren (1962) state that this lack of criteria presents a problem for the counseling profession. "Given the realization that we cannot definitely identify good counselors and given the societal obligation to select and educate as if we did know, then how to proceed?" The long range way out of this dilemma is for the counseling profession to develop and verify through research the criteria by which we can definitely identify good counselors.

There is a great need for new research on counselor effectiveness which would provide specifiabile and workable

criteria for the selection, training, and evaluation of counselors. Stablein (1962) points to this need in the area of evaluation.

The need for evaluation should be of paramount concern to counselors and guidance workers, and the obligation of the people in the field to participate in enlightening studies should be inculcated at all levels. (p.66)

Stefflre, King, and Leafgren (1962) point to this need in the areas of selection and training.

Until we have some idea of who is a good counselor and who is a poor one, we may have difficulty in both choosing candidates for counselor education and in shaping a curriculum to move them toward desired behavior. (p.335)

Thus, the discovery and development of effectiveness criteria will have far reaching beneficial effects on the selection, training, and evaluation of counselors. The present study is an attempt to move in this direction.

### The Perceptual Approach

Perceptual psychology provides the basic theoretical framework for this study. This view, as expressed in the theory and research of Dr. Arthur Combs and his colleagues at the University of Florida, holds that the internal perceptions and perceptual organization of the individual provide a viable perspective from which to study effective counseling and other helping relationships. The

fundamental assumption behind this body of research in perceptual psychology is that:

Persons who have learned to use themselves as effective instruments in the production of helping relationships can be distinguished from those who are ineffective on the basis of their characteristic perceptual organizations. (Combs 1969, p.14)

The perceptual approach may be contrasted with the more behavioristic approaches which try to distinguish between effective and ineffective helpers on the basis of their differences in emitting certain specifiable behaviors.

According to perceptual psychology, behavior is a function of an individual's "perceptual field." Perceptual field is defined as the individual's unique perceptions of himself and the world in which he lives. In the words of Combs, Avila, and Purkey:

The individual's behavior is a function of all those perceptions existing for him at a given moment. The word "perception" is used by psychologists in this persuasion to mean more than "seeing." It refers to "meaning," the peculiar significance of an event for the person experiencing it. In this sense, the behavior of a person at any moment is understood as the direct consequence of the field of meanings existing for him at that instant. (1971, p.25)

The perceptual approach, which emphasizes the need to understand a person's perception of events, can be distinguished from the behavioral approach, which emphasizes the need to focus on a person's overt observable behaviors. In the behavioral approach, the focus is on man's motoric



system, the ways in which man expresses himself. The perceptual approach, on the other hand, is concerned with man's ways of perceiving; in other words, the ways in which man is impressed with the world. The behaviorist is concerned with man's expressions, while the perceptual psychologist is concerned with man's impressions. For the perceptual psychologist, it is not the specific behaviors that make a professional effective, but rather the perceptions behind those behaviors.

The perceptual approach can also be distinguished from the behavioral approach based on the differing points of view from which their proponents approach themselves and the world. The perceptual psychologist approaches himself and the world from an internal, first person point of view. With this emphasis on the first person perspective, perceptual psychology joins hands with other phenomenological approaches. In the words of Donald Snygg:

For whatever purpose behavior is to be studied, it must be observed from one of two distinct points of view. It may be studied objectively, as by an outside observer or it may be studied phenomenologically, from the point of view of the behaving organism itself. The facts derived from these two points of view are non-identical and are often completely contradictory. (1941, p.406)

This emphasis on the internal point of view can be seen in the definition of one of perceptual psychology's basic constructs, the "perceptual field." Perceptual field is defined as, "The entire universe, including himself, as it

is experienced by the individual at the instant of action"  
(Combs and Snygg, 1959, p.20) (emphasis added).

On the other hand, behavior observed from an external point of view is seen by the perceptual psychologist as merely a symptom of the dynamic elements of the individual's perceptual organization. In the words of Combs and Snygg:

Behavior we observe in others, like the symptoms of disease or the rumble of thunder in a storm, are but the external manifestations of dynamic processes within the system we are observing. Sometimes, it will be enough to deal with such surface indications. For deeper and more precise understanding, however, it will be necessary for us to penetrate behind the behavior trait to more dynamic factors in the unique character of the individual's personal self and the goals, techniques, and values through which this self is expressed. (p.121)

Thus, rather than merely observe external behavior, the perceptual psychologist "reads behavior backwards;" that is, he makes inferences from a person's external behavior back to the internal organization of the person's perceptions. (p.35).

To summarize, there are two basic concerns which distinguish the perceptual approach from the behavioral approach: (1) perceptual psychology is primarily concerned with perceptual organization (impressions) rather than overt behavior (expressions). And, (2) perceptual psychology is primarily concerned with the first person internal point of view rather than with the third person external point of view.

## The Development of the Perceptual Dimensions

The possibility of investigating effective helping relationships from an internal point of view was the motivating force behind a graduate seminar in 1959 at the University of Florida. This seminar began the work of identifying perceptual characteristics which its members hypothesized would be significant in determining the effectiveness of helping professionals. Participants in the seminar speculated that effective helpers could be described in terms of their perceptions in five major areas: (1) the general frame of reference from which the helper approached his situation, (2) the ways in which the helper perceived other people, (3) the ways in which the helper perceived himself, (4) the ways in which the helper perceived the task with which he was confronted, and (5) the ways in which the helper perceived appropriate methods for carrying out his purposes. The participants in the seminar came up with over forty dichotomies which they hypothesized would be significant in distinguishing effective from ineffective helpers. These original perceptual dichotomies are listed below and on the following pages with the characteristics listed on the left applying to effective helpers and those on the right to ineffective helpers.

### (1) General Frame of Reference

Internal  
Growth Orientation  
Perceptual Meanings

External  
Fencing in or Controlling  
Facts, Events

People  
 Hopeful  
 Causation Oriented

Things  
 Despairing  
 Mechanics Oriented

(2) Perceptions of Other People - Sees others as:

Capable  
 Trustworthy  
 Helpful  
 Unthreatening  
 Respectable  
 Worthy

Incapable  
 Untrustworthy  
 Hindering  
 Threatening  
 No Account  
 Unworthy

(3) Perceptions of Self - Sees self as:

Identified with People  
 Enough  
 Trustworthy  
 Liked  
 Wanted  
 Accepted  
 Feels Certain, Sure  
 Feels Aware  
 Self-Revealing

Apart from People  
 Wanting  
 Untrustworthy  
 Not Liked  
 Not Wanted  
 Not Accepted  
 Doubt  
 Unaware  
 Self-Concealing

(4) The Helping Task and Its Problems

Purpose is  
 Helping  
 Larger Meanings  
 Altruistic  
 Understanding  
 Accepting  
 Valuing Integrity

Dominating  
 Smaller Meanings  
 Narcissistic  
 Condemning  
 Rejecting  
 Violating Integrity

Approach to problem is  
 Positive  
 Open to Experience  
 Process Oriented  
 Relaxed  
 Awareness of Complexity  
 Tolerant of Ambiguity

Negative  
 Closed to Experience  
 Ends Oriented  
 Compulsion to Change Other  
 Oversimplification  
 Intolerant of Ambiguity

(5) Perceptions of Methods - Sees appropriate methods as:

Helping  
 Cooperation  
 Acceptance  
 Acceptance  
 Permissive

Manipulating  
 Competition  
 Appeasing  
 Rejecting (Attacking)  
 Authoritarian

Open Communication  
Giving  
Vital

Closed Communication  
Withholding  
Lifeless

(Combs, 1961, pp.56-57)

Since the 1959 seminar, over fifty dichotomies of effective and ineffective helpers have been suggested. These dichotomies are used as the anchoring points of seven point continua called perceptual dimensions. In the research studies that followed the 1959 seminar, trained raters, using various samples of the behavior of helpers, measured the perceptual characteristics of professional helpers on over thirty of these perceptual dimensions. This approach has been used to obtain measures of the perceptions of counselors, elementary teachers, secondary teachers, community college teachers, professors, nurses, and pastors. These studies have been carried out at the University of Florida, University of Northern Colorado, and Wayne State University. Significant correlations between various perceptual dimensions and criterion measures of effectiveness have been found (Combs and Soper 1963; Gooding 1964; Benton 1964; Usher 1966; Vonk 1970; Brown 1970; Dellow 1971; Rotter 1971; Dedrick 1972; and Jennings 1973). These studies form a body of research giving strong support to the perceptual approach as a method of identifying and specifying characteristics of effective helpers.

### Synopsis of the Study

The subjects for this study were graduate students in counseling at the University of Florida enrolled in two sections of the Counselor Education Department's Counseling Theory and Laboratory course. During the class, the students were shown films of two actual counseling sessions to which they made written responses describing what they were "experiencing in the counseling relationship" at seven preselected stopping points. Three trained judges made inferences from these written responses to the counseling films in order to obtain measures of the perceptual characteristics of the counselor trainees on seven selected perceptual dimensions. Three of the seven dimensions were developed by the writer and are investigated for the first time in this study. Outside judges who viewed two four-minute videotaped segments of each of the trainee's counseling rated the counselor effectiveness of the trainees on an adapted version of the Self-Anchoring Scale. In one of the two sections of the course, the researcher obtained client ratings of counselor effectiveness. Undergraduate students rated the counselor trainees on the Self-Anchoring Scale after each of the students had been a client with a trainee for a thirty-minute counseling session. In the other section, the researcher obtained peer ratings of counselor effectiveness. The trainees who were members of the same lab training groups rated each

other on the Self-Anchoring Scale. They rated each other twice: once after having served as a client with the trainee and a second time at the end of the course for a summary rating.

The relationships between the perceptual dimension ratings and the counselor effectiveness ratings by the outside judges were measured by use of Pearson product-moment correlations. A multiple regression analysis was also used to see what combinations of the perceptual dimensions might be the best predictors of the outside judge counselor effectiveness ratings. In addition, the relationships between the client ratings and outside judge ratings, and between the peer ratings and outside judge ratings were examined by use of Pearson correlations.

### Questions Posed for the Study

The questions posed for this study are

- (1) What is the relationship between the inferred perceptual characteristics of counselor trainees and outside judge ratings of counselor effectiveness?
- (2) What combinations of perceptual dimensions have the highest predictive power in determining the outside judge counselor effectiveness ratings?
- (3) What is the relationship between the outside judge and the client ratings of counselor effectiveness?
- (4) What is the relationship between the outside judge and the peer ratings of counselor effectiveness?
- (5) What are the interrelationships between the perceptual dimensions?

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

This chapter includes a review of the literature on:

- (1) Global ratings as criteria for counselor effectiveness as produced by staff (instructors and supervisors), peers, a combination of peers and staff, clients, coached clients, and the counselors themselves;
- (2) Outside judges' ratings of videotaped segments of counseling;
- (3) Characteristics of effective counselors as assessed by academic measures and by personality, interest, and attitude measures;
- (4) An overview of perceptual research studies;
- (5) A table summarizing the results of ten studies of the relationship between perceptual dimensions and various criteria of helper effectiveness; and
- (6) A review of the perceptual studies most relevant to the present study.

#### Counselor Effectiveness Ratings

##### Introduction

Walton and Sweeney (1969), in their review of counselor effectiveness research, point out that global effectiveness



ratings have enjoyed widespread use as criteria in counseling studies. Support for this approach is given by Russo, Kelz, and Hudson (1964), Combs and Soper (1963), and Stefflre, King, and Leafgren (1962). Among the more common methods of evaluating the effectiveness of counselor trainees are: peer judgments, supervisory judgments, "neutral" expert judgments, and a combination of peer and supervisory judgments (Engle and Betz 1971). Client and coached client ratings are also being used in research to evaluate counselor effectiveness (Grigg and Goodstein 1957, 1959; McIlvaine 1972). A review of the literature on the use of staff ratings, peer ratings, a combination of peer and staff ratings, client ratings, coached-client ratings, and counselor self ratings is presented below.

### Staff Ratings

Staff (instructor and supervisor) ratings have been used as a criterion measure of counselor effectiveness in studies by Combs and Soper (1963), Demos and Zuwaylif (1966), Wicas and Mahan (1966), Milliken and Paterson (1967), Gade (1967), Watley (1967), Allen (1967), Brown and Cannaday (1969), and numerous others. In general, these studies report adequate interrater reliabilities. For example, the five staff members in Gade's study achieved an interstaff ranking reliability of .796 as computed by the coefficient of concordance statistical formula. Watley (1967) found adequate interrater agreement in a study which had three

supervisors rate fourteen counselors on a 1-14 likert scale. Faulkenberry (1968) comparing the evaluation of counselor effectiveness by supervisor, peer, role player, and self ratings concludes that in overall evaluation and in specific items relating to the effective dynamics of the interpersonal relationship, supervisors were found to have greater agreement in evaluation than other groups of raters.

### Peer Ratings

More recently, much attention has been given to the use of peer judgments in rating counselor effectiveness. High interrater reliabilities among peers have been reported. Stefflre, King, and Leafgren (1962) reported a peer agreement correlation of .96 as computed by the Kuder-Richardson formula. Friesan and Dunning (1973) reported a peer reliability measure of .90. In addition to this high reliability, they found that students tended to rate their peers more favorably than did supervisors. Thus, there may be some tendency for peer ratings to be affected by "error of leniency" (Guilford, 1954, p.278). Although fewer research studies have been carried out with peer ratings than supervisor ratings, a review of the literature lends encouraging support to the use and development of peer ratings of counselor effectiveness.

### Combination of Peer and Staff Ratings

Researchers have also used a combination of staff and peer ratings in evaluating counselor effectiveness (Wicas

and Mahan 1966; Kagan and Krathwohl 1967; McWhirter and Marks 1972). Studies comparing peer judgments with supervisor ratings found correlations which were positive, significant, and of the magnitude of .60 to .90 (McDougal and Reitan 1961; Steffler, King, and Leafgren 1962; and Dilley 1964). Mendoza (1968) found that peer group rankings of counselor effectiveness were predictive of supervisor rankings of effectiveness after an introductory counseling practicum. Wicas and Mahan (1966) found in their study that only one ranking of effectiveness would have changed by shifting from professional leader to peer rankings. Engle and Betz (1971) concluded that in general peer ratings showed more promise than standardized tests, academic performance, and other measures of prediction. They warned, however, that peer ratings in educational institutes tend to correlate higher with supervisor ratings than peer ratings in regular educational programs.

### Client Ratings

In the field of counseling, many authors agree that one valid way to evaluate the effectiveness of counseling is through the perceptions of the client (Shoben 1953; Arbuckle 1956; Patterson 1958; Goodstein and Grigg 1957, 1959; Pohlman and Robinson 1960; Grigg 1961; Pohlman 1961; Mueller, Gatsch, and Ralston 1963; Severinsen 1966; Rosen 1967; and Thompson and Miller 1970).

Grigg and Goodstein (1957) succinctly state the case for the use of clients in evaluating counselor effectiveness. They contend that:

Some appraisal of the client's reaction to the counselor and to counseling should be obtained before we can say that we have any comprehensive understanding of who makes a good counselor . . . a successful practitioner, among other things, is one who elicits favorable reactions from the recipients of his services. (p.31)

When used for the evaluation of counseling, clients can be viewed as "a pool of independent observers of a fairly well delineated job performance" (p.31).

Brown and Cannaday (1969) reported significant positive correlations between client and supervisor rankings of counselor effectiveness. Studies using client ratings on the Counselor Evaluation Inventory (CEI) (Linden, Shertzer, and Stone 1965) have reported that these client ratings correlate highly with supervisor ratings of counselor effectiveness (Anderson and Anderson 1962; Correll 1956; and Poole 1957). These studies provide encouraging support for the use of client ratings of counselor effectiveness.

#### Coached Client Ratings

Most professional criticism of client ratings has centered around their subjectivity and their propensity for various kinds of bias (Pohlman 1961, 1964; Patterson 1958; and Rosen 1967). The removal of the subjectivity and bias attributed to client ratings has been one of the

motivating forces in the development of coached-client ratings. Many authors have pointed to the potential uses of coached clients in counselor training and research (Heller, Myer, and Kline 1963; Keltz 1966; Miller and Befus 1968; Whiteley and Sprandal 1969; Whiteley and Jakubowski 1969; and McIlvaine 1972). In a study by McIlvaine, clients were trained in objective rating techniques. These coached clients were found to be more consistent and in agreement with the criterion measure (effectiveness ratings of practicum supervisors) than non-coached clients when evaluating the counseling effectiveness of counselor trainees. Whitely and Jakubowski have contended that the coached client may be a very valuable resource in counselor education programs, especially in evaluating the interpersonal skills of counselor trainees.

### Counselor Self Ratings

When counselors rate their own effectiveness, the ratings have tended to be consistently uncorrelated with other counselor effectiveness measures. Faulkenberry (1968) compared supervisor, peer, and self ratings of videotaped counseling sessions. On the measure of overall effectiveness, self ratings of effectiveness were not in agreement with the supervisor and peer ratings as computed by the Pearson product-moment correlation statistical technique. In a study by Brams (1961), supervisor, peer, and self ratings of counselor trainees on the Communication Rating

Scale (CRS) were used as criterion measures. Pearson product-moment correlations were computed among these criterion measures. Peer ratings correlated .73 with supervisor ratings. Self ratings correlated .22 with the supervisor ratings and .21 with peer ratings. Brams concludes that self ratings do not appear to be an accurate measure of effectiveness since the trainees rated themselves consistently high. A study by Brown and Cannaday (1968) examined the extent of agreement between counselor, counselee, and supervisor ratings of overall counseling effectiveness. Upon completion of a counseling session, both counselor and counselee filled out the Counseling Evaluation Inventory (CEI). The correlations among counselor self ratings and those of counselee and supervisor ratings were very low and not significant. The correlation between counselee's ratings and those of supervisors was .81, significant beyond the .01 level. In contrast with Brams' findings, only one counselor trainee rated himself higher than his counselee and supervisor ratings, and three rated themselves much lower. These findings which consistently show a lack of correlation between self ratings and other measures of counselor effectiveness indicate that self ratings may not provide a viable approach to the measurement of counselor effectiveness.

### Summary

In conclusion, a review of the research literature tends to support the use of global ratings of counselor effectiveness by peers. Interrater reliabilities and correlations between peer and staff measures of counselor effectiveness tend to be positive and of sufficient magnitude to support their continued use in counseling research. There is also support in the literature for the use of client and coached-client ratings in the evaluation of counselor effectiveness. Counselor self ratings, however, do not appear to provide a viable approach for the evaluation of counselor effectiveness.

### Outside Judge Ratings of Videotaped Segments of Counseling

Rogers and Dymond (1954) report some of the first research to use judges' blind ratings of clinical material. In the years following these beginning research efforts, there has been a rapid expansion of this type of process research. Students of Rogers, especially Truax and Carkhuff (1967), have generated a great deal of process research using judges' ratings of audiotaped counseling sessions. As improved audiovisual technology became more available, more research began using videotaped material as a data source. Kagan and Krathwohl (1967) have done much research using videotaped samples of counseling in the evaluation of their

Interpersonal Process Recall (IPR) technique. Shapiro (1966), Kagan and Krathwohl (1967), and Carkhuff (1969) have expressed a preference for audiovisual over audio recordings of counseling because the audiovisual record includes the nonverbal aspects of the interaction.

Previous research with audio and videotaped material has resulted in the development of guidelines for the selection of the length and location of videotaped samples extracted from counseling sessions. Research has also been carried out giving empirical support to these selection guidelines. Kiesler, Mathieu, and Klein (1964) had judges rate two, four, eight, and sixteen-minute segments of counseling on Gendlin's Experiencing Scale. They reported that rater reliabilities, scale range, and relative ordering of individuals were unrelated to segment length. Hart (1961) suggests that the four-minute segment is as reliable a sample for rating as any other time unit. Ivey et.al. (1968) report several research studies on the use of micro-counseling in counselor training programs. In their research, five-minute videotaped segments were rated by outside judges. Kiesler (1965) did a study on the problem of segment location. Forty-minute therapy sessions were divided into five eight-minute segments which were rated on Gendlin's Experiencing Scale. Higher discriminations were made in the later portions of the sessions. Kiesler concludes that segments taken from the final portion of the interview



are superior to segments in earlier portions. Kagan and Krathwohl suggest rating the middle segment of the counseling session. Kiesler warns of the susceptibility of random selection of segments to bias when the number of observations is small. After a review of the relevant literature in this area, Carkhuff offers the following guidelines for the selection of counseling segments for rating:

a. It is usually most efficient to employ samples of the briefest duration (approximately 2 minutes), except in certain cases such as experimental studies.

b. Random or predesignated means of sampling or a combination of both (for example, random selections within designated periods) will increase the probability of securing representative excerpts.

c. Excerpts from late within the individual session as well as from later sessions within the total counseling program should be included if at all possible.

d. Excerpts should include at a minimum a helpee-helper-helpee interaction.

(Carkhuff, 1969, p.228)

### Characteristics of Effective Counselors

#### Academic Measures

The traditional criteria of academic test scores and grade point averages have been shown to have little or no correlation with measures of counselor effectiveness.

Walton and Sweeney (1969) summarize their review of the research by stating that "academic ability and achievement are rather poor predictors of counselor effectiveness" (Walton and Sweeney, 1969, p.33). Studies by Wittmer and Lister (1971), Abeles (1958), Blocker (1963), McGreevy (1967), Arbuckle (1968), Myrick and Kelly (1971), and Anthony, Gormally, and Miller (1974) have all found little or no correlation between academic ability and counselor effectiveness.

### Personality, Interest, and Attitude Measures

Surveys of the research literature by Stripling and Lister (1963), Hill and Green (1960), Patterson (1967), Cottle (1953), Dole (1964), Walton and Sweeney (1969), Jennings (1973), Linden, Stone, and Shertzer (1965), and Heikkinen and Wegner (1973) point out the many inadequacies, inconsistencies, and the inconclusiveness of the research in which personality, interest, and attitude measures have been used in attempts to discriminate between effective and ineffective counselors. Personality characteristics, while considered important, were found to be very difficult to measure (Stripling and Lister 1963). Dole (1964) found that researchers tend to be skeptical about their ability to develop adequate instruments for measuring nonintellective differences.

Of the many instruments reviewed, the Rokeach Dogmatism Scale appeared to show the most promise, while the MMPI



appeared to show the least promise (Walton and Sweeney 1969; Heikkinen and Wegner 1973).

In general, a review of the literature on personality, interest, and attitude measures of counselor effectiveness reveals that (1) a great deal of research has been done in this area; and that (2) there is a great diversity of opinion on the results of this research.

### The Perceptual Approach to Counselor Effectiveness

According to the proponents of the perceptual approach, as outlined in Chapter I, effective helping persons can be distinguished from ineffective helping persons on the basis of their characteristic perceptual organization. Over fifty perceptual dichotomies have been proposed for the development of perceptual dimensions which will distinguish between the characteristic perceptual organizations of effective and ineffective helpers. Much research has been carried out to test these hypotheses that various perceptual dimensions can make statistically significant discriminations between effective and ineffective helpers.

To date, over twenty studies have been completed which have used various perceptual dimensions to measure the perceptual organizations of counselor trainees (Combs and Soper 1963), counselors (Rotter 1971), residence assistants (Jennings 1973), elementary teachers (Gooding 1964), secondary school teachers (Brown 1970), junior college

teachers (Dedrick 1972), college professors (Usher 1966, Choy 1969, and Doyle 1969), nurses (Dickman 1967), and priests (Benton 1964). These studies have been carried out at the University of Florida, the University of Northern Colorado, and Wayne State University. These studies form a body of research which gives strong support to the perceptual approach as a viable way of identifying and specifying measurable characteristics of effective helpers.

An examination of ten of these studies which have revealed significant correlations between perceptual dimensions and various criterion measures of professional helper effectiveness provides an impressive overview of the consistently significant research findings. An examination of the results also shows which of the dimensions have been examined more thoroughly than others (see Tables 1-A, 1-B, 1-C, and 1-D on pp.25-28).



TABLE 1-3

## An Examination of the Perceptual Dimensions Utilized in Ten Previous Studies

## Category 2: Perceptions of Others

Perceptual Dimensions	Previous Research Studies							
	Combs & Soper (Quals)	Gooding (Elem Tchrs)	Benton (Pri-ate)	Usher (Profs)	Brown (OYE Tchrs)	Jennings (Resident Assiste)	Choy (Tchrs)	Dedrick (Jr Coll Tchrs)
Able-Unable *	S	S	S	S	-	S	-	S
Dependable-Undependable	S	S	-	S	-	-	-	-
Friendly-Unfriendly	S	S	-	-	-	-	-	-
Worthy-Unworthy	S	S	-	S	S	S	-	S
Internal-External	-	S	-	S	-	-	-	-
Helpful-Hindering	-	S	-	-	-	-	-	-
Threatening-Unthreatening	-	-	-	-	S	-	-	-

S = Significant Differences  
 NS = Not Significant  
 - = Not Measured

\* Selected for Use in the Present Study

TABLE 1-C

## An Examination of the Perceptual Dimensions Utilized in Ten Previous Studies

## Category 3: Perceptions of Self

Perceptual Dimensions	Previous Research Studies							
	Combs & Gooding Soper (Onsls)	Gooding (Elem Tchrs)	Benton (Prie- sts)	Usher (Profs)	Doyle (Coll Tchrs)	Brown (OYE Tchrs)	Jennings (Resident Assists)	Choy Dedrick (Jr Coll Tchrs)
Identified-Unidentified <sup>1*</sup>	S	S	S	NS	S	S	S	S
Able-Unable <sup>2</sup>	S	S	-	NS	-	-	S	S
Dependable-Undependable	-	S	-	-	-	-	-	-
Worthy-Unworthy	-	S	-	NS	-	-	-	-
Wanted-Unwanted	-	S	-	S	-	-	-	-
Well Informed-Ignorant	-	-	-	-	S	-	-	-
Certain-Doubting	-	-	-	-	-	S	-	-
Positive Self-Negative Self	-	-	-	-	S	-	-	S

S = Significant Differences

NS = Not Significant

- = Not Measured

<sup>1</sup> Dedrick, Jennings, and Brown

<sup>2</sup> With People-Apart from People

Adequate-Inadequate

\* Selected for Use in the Present Study

S = Significant Differences

NS = Not Significant

- = Not Measured

<sup>1</sup> Dedrick, Jennings, and Brown  
"With People-Apart from People"<sup>2</sup> Dedrick, Jennings

"Adequate-Inadequate"

\* Selected for Use in the  
Present Study



TABLE 1-D

## An Examination of the Perceptual Dimensions Utilised in Ten Previous Studies

## Category 4: Perception of Purpose

Perceptual Dimensions	Previous Research Studies						
	Combe & Gooding (Elem Tchrs)	Benton (Pri- sts)	Usher (Profs)	Vonk (Tchrs)	Brown (OIE Tchrs)	Jennings (Resident Assists)	Dedrick (Jr Coll Tchrs)
Self Revealing-Concealing	S	S	-	S	-	-	-
Freeing-Controlling <sup>1,2</sup>	S	S	NS	S	S	S	S
Altruistic-Narcissistic <sup>3</sup>	S	-	-	S	-	-	-
Larger Goals-Smaller Goals <sup>4*</sup>	S	-	NS	S	S	S	-
Involved-Uninvolved	-	S	-	-	-	-	-
Process-Gcale	-	S	-	-	-	-	-
Active Methods-Passive Methods	-	-	-	-	S	-	-

S = Significant Differences

NS = Not Significant

- = Not Measured

<sup>1</sup>Brown - "Facilitator-Evaluator"<sup>2</sup>Vonk - "Uniqueness-Conformity"<sup>3</sup>Vonk - "Seeking Student Ends-Seeking Own  
Ends"<sup>4</sup>Brown, Vonk - "Broad Purposes-Narrow Purposes"\* Adapted for Use in the  
Present Study  
"Holistic-Detailed"

A Review of the Research on the Perceptual Dimensions  
Selected for Use in this Study

Internal-External

Combs and Soper (1963) found that this dimension as inferred from critical incidents was significantly related to supervisors' rankings of counselor trainee effectiveness. Jennings (1973) found that student ratings of the effectiveness of residence hall assistants on the Self-Anchoring Scale (SAS) were significantly related to this dimension. Gooding (1964) reported that this dimension discriminated effective teachers from less effective teachers when the dimensions were inferred from classroom observations but not when they were inferred from personal interviews. In a study of teacher effectiveness by Dellow (1971), this dimension was significantly related to measures of empathy and positive regard but not to congruence. Dedrick (1972) reported that this dimension, when inferred from TAT responses, was correlated significantly with student ratings of community college instructor effectiveness on the SAS but not with student ratings on the Purdue Instructor Performance Indicator (PIPI). Dedrick also found that when this dimension was inferred from critical incidents, it was not correlated with student ratings on the SAS or PIPI. All of the five studies cited above found significant correlations between this dimension and measures of helping effectiveness.

### Able-Unable

This dimension was found to be significantly related to measures of helper effectiveness in the studies by Combs and Soper (1963), Jennings (1973), and Gooding (1964) as was the case with the Internal-External dimension. However, Dellow (1971) found that this dimension was not related to measures of empathy, positive regard, or congruence. Dedrick (1972) reported that this dimension, when inferred from TAT responses, was correlated significantly with student ratings on the SAS; but as was the case with the Internal-External dimension, no other significant correlations were reported. In addition, Benton (1964) reported that when this dimension was inferred from a combination of TAT responses, critical incidents, and problem responses, it was significantly correlated with bishops' ratings of their priests' counselor effectiveness. Usher (1966) found that this dimension was significantly correlated with student ratings of university professor effectiveness but not with department head ratings, number of research publications or amount of professional activity. Six of the seven studies cited above found this dimension to be significantly correlated with measures of helper effectiveness.

### With People-Apart from People

As was the case with the Internal-External and Able-Unable dimensions, this dimension was found to be significantly related to measures of helper effectiveness in the

studies by Combs and Soper (1963), Jennings (1973), and Gooding (1964). Also, Benton (1964) found that this dimension was significantly related to bishops' ratings of their priests' counseling effectiveness. Dedrick (1972) reported that this dimension, when inferred from TAT responses, was correlated significantly with student ratings on the SAS; but as was the case with the Internal-External and Able-Unable dimensions, no other significant correlations were reported. Dellow (1971) found that this dimension was not related to measures of empathy, positive regard, or congruence. Usher (1966) did not find significant results when he correlated this dimension with measures of university professor effectiveness.

In addition, Doyle (1969), Brown (1970), and Vonk (1970) all reported that this dimension was significantly related to teacher effectiveness. In the study by Doyle (1969), global effectiveness ratings of college teachers by administrators, colleagues, and students were significantly related to this dimension as inferred from the perceptions of trained classroom observers. In Brown's (1970) study, this dimension was inferred from an instrument containing questions on classroom management, instructional objectives and procedures, and self evaluations. This dimension discriminated significantly at the .0005 level between a group of finalists in the United States Jaycee Outstanding Young Educator Award Program and a group of randomly

selected teacher graduate students. Vonk (1970) found that this dimension when inferred from critical teaching incidents was significantly correlated with pupil ratings of teacher effectiveness on the SAS.

Of the ten studies using this dimension, seven reported significant correlations with measures of helper effectiveness, two reported no significant correlations, and one study reported significance on one of its measures.

### Holistic-Detailed

In previous research, this dimension was referred to as "Larger Meanings-Smaller Meanings" and in studies by Brown (1970) and Vonk (1970) as "Broad Purposes-Narrow Purposes." As was the case with the three dimensions reviewed above, this dimension was found to be significantly related to measures of helper effectiveness in the studies by Combs and Soper (1963), Jennings (1973), and Gooding (1964). Also, studies by Brown (1970) and Vonk (1970) both reported that this dimension was significantly related to measures of teacher effectiveness. However, Usher (1966) did not find significant correlations between this dimension and measures of university professor effectiveness. Of the six studies using this dimension, five reported significant correlations with measures of helper effectiveness.

### Perceptual Research on Counselor Effectiveness

The first study to test some of the hypothesized perceptual dimensions was undertaken by Combs and Soper (1963). Twenty-nine counselors in training, enrolled in a year-long NDEA Guidance Institute, comprised the sample of subjects used in the study. The counselors in training were asked to write four Human Relations Incidents. In this critical incident technique, subjects report human relations incidents in which they were personally involved in their helping role with one or more other people. In a blind analysis of these incidents, four judges rated the perceptual characteristics of the counselors in training on twelve of the original forty-one dimensions. The twelve dimensions were as follows:

- (I) General Frame of Reference
  - 1. Internal                      External \*
  - 2. People                      Things
- (II) Perceptions of Other People
  - 3. Able                      Unable \*
  - 4. Dependable              Undependable
  - 5. Friendly                Unfriendly
  - 6. Worthy                  Unworthy
- (III) Perceptions of Self
  - 7. With People              Apart from People \*
  - 8. Self-Revealing          Self-Concealing
  - 9. Enough                  Wanting
- (IV) Perceptions of Purpose
  - 10. Larger Meanings        Smaller Meanings \*
  - 11. Freeing                Controlling
  - 12. Altruistically          Narcissistically

\* Dimensions replicated in the present study

The criterion measure of effectiveness in this study was a composite of faculty rankings of the NDEA counselor trainees at the end of the institute. The trainees were ranked in terms of their promise as counselors. Rank order correlations were computed between each perceptual variable and the counselor effectiveness rankings. The resulting rho correlations ranged from .40 to .65 in magnitude. All but two (Enough-Wanting and Self Revealing-Self Concealing) of the perceptual dimensions were effective discriminators, significant at the .01 level. All twelve dimensions were significant at the .05 level. Walton and Sweeney (1969), in their review of the research on counselor effectiveness, point to the Combs and Soper study as one of the more promising approaches to the study of counselor effectiveness.

The Combs and Soper study provides support for the proposition that the perceptual organization of the helper is of major importance in the helping relationship, yet this study has never been replicated with counselor trainees. The present study is closely related to this study by Combs and Soper and can be viewed as a partial replication and extension of this initial work.

Jennings (1973) investigated the perceptual characteristics of effective and ineffective university housing paraprofessional residence assistants. Dormitory students rated the effectiveness of their residence assistants on the Self-Anchoring Scale (Kilpatrick and Cantril 1960).

From the original group of forty-five residence assistants, the fifteen with the highest student ratings were selected as effective, and the fifteen with the lowest student ratings were selected as ineffective. The residence assistants were asked to complete three Human Relations Incidents, each about a significant past event or problem situation which involved them in their role as residence assistant with one or more other persons. From these Human Relations Incidents, three trained judges inferred the perceptual characteristics of the residence assistants. Six perceptual dimensions were selected and tested.

- (I) General Frame of Reference
  - 1. Internal                      External \*
- (II) Perceptions of Other People
  - 2. Able                      Unable \*
- (III) Perceptions of Self
  - 3. With People                      Apart from People \*
  - 4. Adequate                      Inadequate
- (IV) Perceptions of the Helping Relationship
  - 5. Larger Goals                      Smaller Goals \*
  - 6. Freeing                      Controlling

\* Dimensions replicated in the present study

Jennings, using multivariate analysis, found five of the six dimensions to be significant at the .01 level. One dimension (Adequate-Inadequate) was significant at the .05 level. These results indicate that the scores on the perceptual dimension scales can be used with high predictive power in rating the effectiveness of residence assistants.



Benton (1964) examined the perceptual characteristics of Episcopal pastors rated effective and ineffective by their bishops. Three bishops rated a sample of thirty-two pastors in their diocese as effective or ineffective with respect to their counseling abilities. Seventeen were rated effective and fifteen were rated ineffective. Three projective instruments were administered to the pastors: (1) responses to ten pastoral problems asked in an interview; (2) responses to card 13MP of the Thematic Apperception Test; and (3) responses to three freely chosen personal pastoral incidents. All three responses were tape recorded and comprised a single protocol from which ratings on five perceptual dimensions were made by three trained judges. The five perceptual dimensions selected for study were:

- (I) Perceptions of Self
  - 1. With People                      Apart from People \*
- (II) Perceptions of Other People
  - 2. Able                              Unable \*
  - 3. Persons                         Objects
- (III) Perceptions of Role and Task
  - 4. Involved                        Uninvolved
  - 5. Freeing                         Controlling

\*Dimensions replicated in the present study

Three of the dimensions (With People-Apart from People; Able-Unable; Freeing-Controlling) were found to be significant beyond the .005 level. Two of the dimensions (Persons-Objects; Involved-Uninvolved) were found to be significant beyond the .05 level. These results indicate that effective and ineffective pastoral counselors as judged by their

bishops can be distinguished on the basis of their differing perceptual characteristics.

Dellow (1971) examined the relationship between two different approaches to studying the effectiveness of professional helpers: (1) the perceptual approach of Combs, and (2) the facilitating conditions of Rogers. The two approaches were examined by investigating the relationship between selected perceptual characteristics of teachers and their classroom conditions of empathy, congruence, and positive regard as perceived by trained judges. The sample consisted of thirty-four female elementary school teachers of first, second, third, and fourth grades from various counties in Florida. Each teacher completed two Human Relations Incidents from their experiences with others as a teacher. Trained judges inferred from these Human Relations Incidents the perceptual characteristics of the teachers on seven selected perceptual dimensions. Each teacher taped a classroom reading lesson that was from 45 to 60 minutes in length. These tapes were rated by a second set of trained judges using the Carkhuff scales for the facilitating conditions of empathy, congruence, and positive regard. The two sets of measures were found to have low positive correlations. Dellow suggests that these two approaches may be measuring different facets of teacher behavior. The author also reported a high degree of intercorrelation among the perceptual variables which

corroborate the observations of Combs that the perceptual organization is holistic in nature.

Rotter (1971) examined the perceptual characteristics of practicing elementary, secondary, and community college counselors. Fifteen counselors in each setting were selected for study. The counselors were asked to write a Human Relations Incident from which two trained judges inferred their perceptual characteristics. The data, analyzed by use of one-way analysis of variance, revealed no significant differences in perceptual characteristics among the counselors within the study. There were no significant differences among counselors in any one setting, between settings, or among the total group of forty-five counselors. The generally high perceptual ratings reported indicate that the practicing counselors selected for this study tended to have positive perceptual organizations. To date, this is the only study which has measured the perceptual characteristics of practicing counselors.

Schoch (1965) rated the first and last counseling interviews of twenty-three counselor trainees, using the twelve perceptual dimensions previously examined by Combs and Soper. Three trained judges rated the tapes of the counseling sessions. The counselor trainees were in an eleven-week program, and there was a four- to six-week period between pre-and post-testing. Results of the study showed change in the direction describing the perceptual characteristics of effective helpers. The four categories

(General Frame of Reference, Perceptions of Other Persons, Perceptions of Self, and Perceptions of Purpose) were examined. The resulting  $t$  ratios were all significant at the .01 level. Eighteen of the twenty-three subjects showed some improvement on Category I, twenty on Category II, twenty-one on Category III, and twenty-two of the twenty-three on Category IV. Changes on the twelve individual dimensions were not analyzed. To date, this is the only study which attempts to assess the effects of training on the perceptual characteristics of counselor trainees.

### Summary

This chapter reviewed the literature relevant to the evaluation of counselor effectiveness. A review of the literature on the use of global effectiveness ratings supported their continued use as criteria in future research. Staff, peer, client, and coached-client ratings showed promise as ways of evaluating counselor effectiveness. The research on counselor self ratings, however, indicated that this method did not show promise as a way of evaluating counselor effectiveness.

A review of the research using outside judges' ratings of videotaped segments of counseling revealed guidelines for the selection of segment length and location.

A review of the research on the characteristics of effective counselors revealed that most of the previous

research has sought to find the modal aptitude, interests, attitudes, or personality characteristics of effective counselors. The results of these many research efforts are, by and large, inconsistent, contradictory, and, therefore, inconclusive.

. A review of the research studies using the perceptual approach provides substantial support for further research in this area. Effectiveness, as defined by various criteria, was found to have positive and significant correlations with the perceptual characteristics of numerous populations of professional helpers. These positive findings were reported both for professional helpers in general and for counselors in particular.

## CHAPTER III

### DESIGN OF THE STUDY

#### Introduction

The present study is an extension of the perceptual research on the characteristics of effective professional helpers. It is also a partial replication of the original Combs and Soper study. This study and the Combs and Soper study both examine the relationship between the perceptual characteristics and effectiveness ratings of counselor trainees. Four of the twelve dimensions used by Combs and Soper are examined again in this study.

Several additions and refinements were made for the present study. Effectiveness ratings on the Self-Anchoring Scale replaced the staff rankings used in the Combs and Soper study. This enabled the gathering of interval data instead of rank order data. Outside judge ratings instead of instructor rankings were used as measures of counselor effectiveness. The relationship between peer and outside judge ratings, and between client and outside judge ratings of effectiveness were also examined. A new method which uses written responses to films of actual counseling

sessions was developed to generate the protocol data for the rating of the perceptual dimensions. Three new dimensions were developed for investigation. Five of the seven dimensions used in the present study have been theoretically linked to the intuitive process. This study also used a multiple stepwise regression technique to examine what combinations of perceptual dimensions might have the highest predictive power in estimating the counselor effectiveness ratings. These and other aspects of the research design are described on the pages that follow.

### The Perceptual Dimensions

Seven perceptual dimensions were investigated in this study. Over fifty perceptual dimensions have been suggested for research in the helping professions. The original list of proposed dimensions was presented in Chapter II (see pp.7-9). This study used four of these original dimensions, one from each of four categories.

The dimensions were selected on the basis of the number of studies in which they have demonstrated significant relationships with measures of helper effectiveness. Thus, they are among the most promising and widely explored of the perceptual dimensions in each of the four categories. A partial replication of the Combs and Soper study is made possible by the selection of four of the dimensions used in their initial study:

## I. General Frame of Reference

### Internal - External

Internal: The counselor trainee is sensitive to and concerned with how things seem to others. This sensitivity to and concern for the perceptions (thoughts, values, feelings) of others serves as a basis for understanding the behavior of others.

External: The counselor trainee is insensitive to and unconcerned with how things seem to others. Rather than be concerned with the perceptions (thoughts, values, feelings) of others, the counselor trainee is concerned primarily with external behavior.

## II. Perceptions of Other Persons

### Able - Unable

Able: The counselor trainee sees others as having the necessary capacities to deal effectively with their problems. He trusts their ability to make their own decisions, handle crises, and run their own lives. He notices the strengths as well as the weaknesses in others and focuses in on the use of their strengths to overcome weaknesses and bring about positive changes.

Unable: The counselor trainee sees others as lacking the necessary capacities to deal effectively with their problems. He doubts their ability to make their own decisions, handle crises, and run their own lives. He focuses on the weaknesses of others; overlooking their strengths, he doubts their capacity to make positive changes.

## III. Perceptions of Self

### With People - Apart from People

With People: The counselor trainee sees himself as a part of mankind, as identified with people and with groups. He perceives himself as deeply and meaningfully related to diverse persons and groups.



Apart from People: The counselor trainee sees himself as apart, removed, withdrawn, or alienated from other people. He perceives himself as not deeply identified or involved with diverse groups or persons.

#### IV. Perceptions of Purposes

Holistic - Detailed  
(Terminology used by Combs & Soper: Larger Meanings-Smaller Meanings)

Holistic: The counselor trainee is sensitive to and concerned with the overriding themes and framework of his experiences. He takes a broad synthesizing approach, looking at connections and tying things together. He seeks a grasp of the whole from which the details are organized in order better to understand situations. He is concerned with the larger meanings in his experiencing.

Detailed: The counselor trainee is concerned with details and specifics. He takes an analytically atomistic approach, focusing on isolated units and subparts. Taking a narrow approach to experience, he is concerned with the smaller meanings in his experiencing.

#### The New Dimensions

Three new perceptual dimensions were developed by the writer for the present study and for future research. In the opinion of this writer, the three new dimensions are best categorized under the heading of General Frame of Reference. They are defined on the following pages.

##### Grounded - Ungrounded

Grounded: The counselor trainee makes simple and tentative hunches which follow directly from and are closely tied to his direct experiencing of himself and the world. He focuses more on following the emerging data rather than on abstract theorizing. Theorizing is kept subordinate to experience.

Ungrounded: The counselor trainee engages primarily in abstract theoretical elaborations leaving the direct experiencing of himself and the world far behind. He spends most of his time categorizing and building constructs, logical fitting games that are not closely tied to his experiencing. He structures his experiencing around his theorizing, adopting complex theories on the basis of little or no data.

#### Process - Content

Process: The counselor trainee has a dynamic rather than a static approach to his experiencing. He is primarily concerned with understanding his experiencing within the context and sequence in which it occurs rather than in the abstract. He is concerned with the transitional aspects of experience, with the "how" rather than the "why" aspects of his experiencing.

Content: The counselor trainee has a static rather than a dynamic approach to his experiencing. He is primarily concerned with analyzing his experiencing into fixed bits of information. In his approach, interpretations are abstracted out so that the sequential and immediate aspects of his experiencing are lost. The counselor trainee is primarily concerned with the "why" rather than the "how" aspects of his experiencing.

#### Depth - Surface

Depth: The counselor trainee moves deeply into unknown areas and explores the subtle, vague, implicit aspects of his experiencing in order to gain a clearer and more thorough understanding of his experience.

Surface: The counselor trainee remains within the clear, distinct, factual, and explicit aspects of his experience. The vague and unknown are left out so that his experiences can be kept within the bounds of a pre-set system.

### Theoretical Support for the Perceptual Dimensions as Part of the Intuitive Process

This study is an outgrowth of an extended investigation that began with a year-long exploration of the concept of intuition. Intuition was explored because the writer felt that the intuitive process was one of the keys to understanding effective helping relationships. Support for this position was found in the writings of Allport (1929, 1961); Board (1958); Gitelson (1942); Berne (1949, 1955, 1957, 1962); and others. The literature on intuition was found to complement and support the use of many of the perceptual dimensions. This writer's investigation into the nature of intuition provided the basic insights necessary for the development of the three new dimensions examined in this study (Grounded-Ungrounded, Process-Content, Depth-Surface). The investigation also brought about the modification of an earlier dimension "Larger Meanings-Smaller Meanings" into its present "Holistic-Detailed" form.

To provide a detailed presentation of the extensive theoretical research into the nature of the intuitive process is beyond the scope of this dissertation. However, this writer believes that a brief outline of some of the key concepts and writings is appropriate. Five of the seven dimensions used in this study are given theoretical support in the literature on intuition.

Internal-External: Theoretical support is found in the literature on intuition for the use of the Internal-

External dimension in counseling research. The word "intuition" itself comes from a Latin word meaning "to enter inside" (Ornstein 1972). For Bergson intuition was "knowledge from within" which could be gained by the powers of "sympathy" (Luce 1922). In contemporary literature, this process of acquiring "knowledge from within" is referred to by the term "empathy." Empathy, as originally proposed by Titchener, meant "feeling oneself into" (Allport 1961). This term has gained widespread use through the writings of Rogers, Truax, Carkhuff, and others (Rogers 1958). Cohn (1968) believes that intuition, in order to be accurate, requires empathy. These and other writers all point to the internal rather than external nature of the intuitive process.

Holistic-Detailed: Theoretical support is also found in the literature on intuition for the use of the Holistic-Detailed dimension. For VanDerHoop (1937), intuition involves seeing connections, the grasping of new relationships. According to Hartmann (1931), the responses to relations dominate over the responses to elements in the intuitive state. For Allport (1961), intuition involves "grasping the pattern" of events. Jung describes intuition as the perception of wholes at the expense of details (Westcott 1968). Intuition, according to Stocks (1939), always "keeps the whole in mind." For Price (1933), intuitive consciousness is "totalistic" and not

"progressive" or "additive" in nature. More recently, Ornstein (1972) in his exploration of the nature of consciousness, has contrasted the analytic with the holistic functions of the brain. In these and other writings, the intuitive process is characterized by a holistic rather than a detailed approach to experience.

Grounded-Ungrounded: Theoretical support is found in the literature on intuition for the proposition that remaining anchored in one's perceptions, being grounded rather than ungrounded, is an important aspect of the intuitive process. Frederick Perls in Gestalt Therapy Verbatim speaks of establishing what he calls the "continuum of awareness." This involves being more and more in touch with oneself and the world instead of only being in touch with one's fantasies, prejudices, intellectualizations, apprehensions, and so on (1969, pp.50-51). For Board (1958), intuition is facilitated by an "evenly hovering attention." In the words of G. W. Allport:

Our perception of the stimulus-person is the continuing and controlling factor in our chain of inferences. We require a powerful orientation to the other in order to keep our chain of inferences anchored to him. (1961, p.529)

Being ungrounded, on the other hand, is "when observations and appraisals are narrowed to meet the demands of logical categories" (Berne, 1962, p.298). When this occurs, according to Berne, one's intuitive powers are limited. These writers point to the importance of remaining grounded

in one's perceptions if an accurate and full understanding of others is to be obtained. Being grounded aids the intuitive process while being ungrounded limits it.

Process-Content: Bergson contrasts analysis with intuition. For Bergson, analysis "freezes certain elementary relationships" while intuition "binds related aspects in their continuous development" (Luce 1922). For Bergson, then, analysis is static while intuition is dynamic in nature. Both Bergson and Whitehead emphasize the important role of the process aspects of experience in the functioning of intuition (Johnson 1947).

The study of personality through a cross sectioning or trait-factor approach puts the emphasis on content rather than process. It is not surprising then to find that Allport, who advocated the study of man through intuition which he later referred to as "patterned perception," expressed a preference for "studying longitudinally the life process of the individual" and not studying man through a cross sectioning or trait-factor approach.

Focusing on process rather than content is important in the context of the counseling situation itself. In describing the role of the counselor or therapist, Gendlin (1961) states that:

Instead of concerning oneself with content, one asks, "What larger inward process is this bit of verbalization coming from?" One answer to this question will be something felt, a conceptually vague felt meaning which the client feels and thinks, and which the therapist can only imagine. (p.9)

A survey of the literature on intuition indicates that:

(1) focusing on the process rather than the content aspects of experience is important for the functioning of the intuitive process, that (2) this intuitive process is important in the study of personality, and that (3) intuition is important in the counseling process itself.

Depth-Surface: The therapist must use his intuition in order to be skillfull in detecting latent rather than merely manifest communications (Berne 1949). Intuition, then, is important in the therapy process since it facilitates an in-depth understanding of the client. Gitelson (1942) emphasizes the importance of intuitive awareness for psychiatry:

Psychiatry has no place for a crude empiricism which takes symptoms at their face value and deals with them according to a rule of thumb therapy. The psychiatrist, operating from a thorough knowledge of the laws of interpersonal experience and behavior, must quickly penetrate the overt symptoms to a realization of what they imply. By such an intuitive awareness of the basic realities of the patient's problem, the likelihood of positive outcome is increased. (p.183)

Laura Newman (1968) writes that "an understanding of the client which goes deeper than mere external observations seems essential for counseling gains." The perceptual approach also emphasizes the need for a depth rather than a surface understanding of others (see quote by Combs and Snygg on p.6 of this dissertation).

These and other writers suggest that an in-depth rather than a surface understanding of the client is important for successful client growth whether it be through a counselor, a therapist, or a psychiatrist. These writers also suggest that it is the intuitive process which is important in gaining this kind of in-depth understanding.

In conclusion, a review of the theoretical literature on the nature of intuition provides substantial support for the use of these five dimensions in counseling research. In the literature, the intuitive process is often characterized by: an internal rather than an external frame of reference; a holistic rather than detailed focus to experience; a grounded rather than ungrounded approach to experience; a concern with the process rather than the content aspects of experience; and a focus on the depth rather than the surface aspects of experience.

#### Formal Statement of Hypotheses

(1) There will be a significant positive relationship between the trained raters' scores on the perceptual dimensions and the outside judge ratings of counselor effectiveness as measured on the Self-Anchoring Scale. Counselor trainees rated more effective on the Self-Anchoring Scale by outside judges who have viewed videotaped segments of the trainees' counseling will be characterized by trained raters on the perceptual dimensions as:



- (a) having more of an internal rather than an external frame of reference.
  - (b) being more grounded rather than ungrounded in their perceptions.
  - (c) focussing more on the process rather than the content aspects of experience.
  - (d) being more concerned with and exploring more the depth rather than the surface aspects of experience.
  - (e) perceiving the helping relationship in a more holistic rather than detailed way.
  - (f) perceiving other people as more able than unable.
  - (g) perceiving themselves as more identified with people than apart from people.
- (2) There will be a significant positive relationship between outside judge ratings and client ratings of counselor effectiveness as measured on the Self-Anchoring Scale.
- (3) There will be a significant positive relationship between outside judge ratings and peer ratings of counselor effectiveness as measured on the Self-Anchoring Scale.

### Inferred Perceptual Data

#### Previous Methods of Obtaining Protocol Data

In previous perceptual research studies, various methods have been used to gather samples of helper responses from which trained raters can infer the perceptual organization of subjects. For example, the following methods

have been used previously: observations of classroom behavior (Gooding 1964, Usher 1966, and Doyle 1969); interviews (Gooding 1964); critical human relations incidents (Combs and Soper 1963, Vonk 1970, Dellow 1971, and Jennings 1973); questionnaires of classroom management, objectives and procedures, and self evaluations (Brown 1970); and the Thematic Apperception Test (Benton 1964, Dedrick 1972). In these methods, trained judges rated the subjects on the various perceptual dimensions by reading written protocols or by listening to audiotaped interview protocols.

#### A New Method for Obtaining Protocol Data

For this study, a new method of collecting protocol data was developed. Central to this study is the idea that effective counselor trainees can be distinguished from ineffective counselor trainees on the basis of their characteristic ways of perceiving the helping relationship, most specifically their ways of perceiving counseling relationships. In order to collect data most relevant to this idea, the writer decided to ask the subjects to respond in writing to films of actual counseling sessions. Two films were selected for this purpose (Lane, David, "Counselor Education Film Series #2," University of Florida Films, 1967; and Rogers, Carl, "Three Approaches to Psychotherapy, Part I," Psychological Films, Santa Ana, California, 1965). Both films are of actual counseling sessions, one in which Sidney Jourard counsels with an adult male and

the other in which Carl Rogers counsels with an adult female. As shown to the subjects, the films were not introduced or interrupted by any analysis, interpretation, or evaluation of the counseling. Seven stopping places in each film were selected by this writer and two other counselor educators as key points in each of the counseling sessions. (See Appendix A for a listing of the stopping places.) The films were shown to the subjects who were asked to write for two and one-half minutes at each stopping point on "what they were experiencing in the counseling at that point." At the end of each film, the subjects were asked to imagine that they had just finished counseling with the client and to write some case notes which would include: (1) their assessment of the client, (2) the crux of the counseling problem as they experienced it, and (3) their ideas for helping the client in future sessions. (See Appendix B for the instructions for the film responses given to the subjects.)

A similar procedure for collecting data was developed by Strupp (1960) and used by Allen (1967) in a study of counselor trainee effectiveness. Counselor trainees made written responses to a film of an actual counseling session which was interrupted in twenty-eight places. The task given to subjects differs from the task given to subjects in the present study. In the Allen study, subjects were asked to write down the response they would make to the

client were they the counselor. In this study, subjects were asked to report their perceptions of the helping relationship.

A pilot study was carried out by this writer in the Winter Quarter of 1974 at the University of Florida. The Jourard counseling film was used to generate the written protocols. The students in two sections of the Counseling Theory and Laboratory course were used as subjects for the study. Each class was treated as a separate sample so that the study contained a built-in replication. Ratings on ten perceptual dimensions, including those developed by the writer, yielded two and five significant Spearman rho correlations with instructor ratings of counselor effectiveness as measured on the Self-Anchoring Scale. The positive findings seemed to indicate that judges' scores of the perceptual dimensions, when inferred from the protocols generated from counseling films, are, in at least some cases, significantly related to counselor effectiveness ratings. Further exploration of the film protocol method seemed warranted.

In this study two films were used in order to obtain some between-film reliability data from which to examine the possibility that the perceptual dimension ratings might be different when protocols were generated from different counseling films. Specific film content might intervene in ways that change the perceptual dimension ratings.

A Pearson product-moment correlation was computed between the two sets of film protocol scores for this purpose.

This newly developed method for obtaining protocol data seemed to have, in the opinion of this writer, advantages over previously used methods because: (1) it is more clearly and directly related to the problem being explored; and (2) all subjects respond to the same stimulus. This is not the case with the critical incident technique.

### Scoring the Perceptual Dimensions

The author and two other trained judges scored the protocols on the seven selected perceptual dimensions. The judges were doctoral students in Counselor Education, selected on the basis of their previous experience and background in the theory and research of perceptual psychology. All three of the judges had completed all of their practicum and internship experiences and were in the final stages of their doctoral programs. All three were currently working on dissertations involving the use of the perceptual dimensions.

The training of the judges took place over a two month period and followed the basic training pattern established in previous perceptual research (Dedrick 1972, Jennings 1973). The training included five phases:

Phase I: The training began with a general review and discussion of perceptual psychology. The process of inferring the perceptual characteristics of the subjects

from their written protocols was emphasized and discussed as an approach to scoring the dimensions. The judges were taught to "read behavior backwards." The goal of this phase of training was to ensure that the judges obtained a common frame of reference from which to operate in their scoring of the dimensions.

Phase II: The seven perceptual dimensions to be examined in the study were presented and their definitions discussed. Judges were presented with scoresheets for each of the dimensions. (See Appendix C for a copy of the perceptual dimension scoresheets.) The goal of this phase of the training was for the judges to obtain a clear and common understanding of the meaning of each of the perceptual dimensions. The judges were given a copy of the instructions presented to the subjects along with two sample protocols and shown the Jourard film so they could get an idea of how the protocol data were generated.

Phase III: Sample protocols, collected by this writer in a Fall 1973 pilot study, were presented and discussed to illustrate a range of scores on each of the seven dimensions. The purpose of this phase of training was to help the judges apply their understanding of the dimensions to actual samples of protocol data.

Phase IV: In this phase, judges independently scored sample protocols on each of the seven dimensions. After the scores were tabulated, the judges explained and discussed their ratings. A person who had served as a judge

of perceptual dimensions in previous perceptual research studies also attended two of the meetings to compare and discuss his ratings with the judges. The interrater reliability of the three judges' ratings was computed by Guilford's (1973) analysis of variance technique. This method of computation was also used by Jennings (1973). The formula for this method is

$$r_{kk} = \frac{(MS)_r - (MS)_e}{(MS)_r} .$$

Phase IV meetings were discontinued when the trained judges reached an interrater reliability coefficient of .75 or higher on each of the seven dimensions.

Phase V: An additional phase of training was added for this study. In this phase each of the three judges was given a pre-reliability sample of six protocols to rate on the seven dimensions. This phase provided an "outside of training" test of rater reliability. In the first pre-reliability test only two of the seven dimensions were found to have interrater agreement above the desired .75 level as measured by the Guilford formula. After additional training, the judges were given a second pre-reliability sample of five protocols. Interrater reliabilities for four of the remaining five dimensions were then found to be at the .75 level. At this point the training was stopped.

### Self-Anchoring Scale of Counselor Effectiveness

This study used the Self-Anchoring Scale (SAS) as developed by Kilpatrick and Cantril as the instrument for obtaining measures of counselor effectiveness. As defined by Kilpatrick and Cantril, "A self-anchoring scale is simply one in which each respondent is asked to describe, in terms of his own perceptions, goals, and values, the top and bottom, or anchoring points of the dimension on which scale measurement is desired, and then to employ this self-defined continuum as a measuring device" (Kilpatrick and Cantril, 1960, p.158). The Self-Anchoring Scale was developed in order to avoid the rigidly predetermined dimensions and fixed categories of response employed by many instruments that attempt to measure subjective appraisals.

The theory underlying the development of the Self-Anchoring Scale is almost identical to the perceptual theory of Snygg and Combs. In the words of Kilpatrick and Cantril,

Its key point for our purpose is that each of us lives and operates in the world and through the self, both as perceived. . . Since each of us behaves in terms of his "reality world," the only world he knows, it follows that the key to an understanding of human behavior is to take into account the unique reality world of the individual. This we have characterized as adopting the first-person point of view, as opposed to the third-person point of view which assumes an objectively definable reality which, except for error, is the same for all. (1960, p.158)



Following this theory, Kilpatrick and Cantril developed this self-anchoring measurement technique which allows the individual to interpret his own unique reality world while still providing data for comparisons between individuals and groups.

This Self-Anchoring Scale was adapted by the writer to measure the counselor effectiveness of counselor trainees. First, outside judge, peer, and client raters were asked to imagine and list the personal qualities and characteristics of counselor trainees that would make the trainees most effective as practicing counselors. They were then asked to imagine and list the personal qualities and characteristics of counselor trainees that would make them least effective as practicing counselors. In this way, the two self-defined anchoring points of the scale were obtained for a continuum delineated by an eleven step ladder. In the second phase of the technique, the raters were asked to rate the counselor trainees by assigning each of them the number of a step on the ladder that best fit the trainee's present level of counselor effectiveness. (See Appendix D for a copy of the instrument and the instructions for its use.)

Researchers have used the Self-Anchoring Scale in various cross cultural studies where individuals evaluated their own ways of life (Cantril and Free 1962; Kilpatrick and Cantril 1960; and Cantril 1963). Previous perceptual research studies by Jennings (1973), Dedrick (1972), and Vonk (1970) have

adapted the SAS for use in measuring the effectiveness of university housing residence assistants, community college instructors, and high school teachers respectively. Vonk reported that students' ratings of elementary teachers on the SAS were significantly related to all eight of the perceptual dimensions investigated. Dedrick reported that students' ratings of community college teachers on the SAS were significantly related to four of the twelve dimensions investigated. Jennings reported that SAS ratings of residence hall assistants by students were significantly related to all six of the perceptual dimensions investigated. In the study by Jennings a test-retest reliability of .913 was obtained for a one month interval. Dedrick and Vonk reported test-retest reliabilities for the SAS of .880 and .827 respectively.

In the Spring Quarter of 1974 at the University of Florida, this writer conducted a pilot study in which the instructor and graduate assistant for the Counseling Theory and Laboratory course evaluated the counselor trainees on their counselor effectiveness as measured on the SAS. Interrater agreement between the instructor and the graduate assistant on the SAS was .781 as computed by the Guilford technique.

The previous use of the SAS as a measure of effectiveness in three perceptual research studies and the test-retest reliability coefficients reported above provide

adequate support for the use of this measurement instrument in the present research study.

### Procedure

#### The Sample

The subjects in this study were twenty-five graduate students in counseling at the University of Florida. They were enrolled in the two sections of the Counseling Theory and Laboratory course offered by the Counselor Education Department in the Fall Quarter of 1974. Fifteen of the subjects were in "Section #1" and ten of the subjects were in "Section #2" of the course. Eighteen of the subjects were students in the Counselor Education Department. Five of the subjects were in the Rehabilitation Counseling Department. One subject was in Psychology, and one was in Curriculum and Instruction. This course is offered to students early in their programs as a prerequisite to any practicum or internship experiences. Most of the subjects (19) were taking this course in the second or third quarter of their respective programs. The subjects ranged in age from 22 to 41 years with a mean age of 26.7 years and a median age of 24 years. There were 14 females and 11 males in the sample.

### Administration and Scoring of the Research Instruments

During the second week of the quarter, the writer visited the two Counseling Theory and Laboratory classes in order to explain the purpose of the research and to solicit student cooperation in the project. Next, during the second and third weeks of class, the two counseling films were shown to both classes. The student written responses to the two films were collected and put in a manila envelope. A clerk replaced student names with coded identification numbers.

Three complete sets of the protocol data were typed, one set for each of the trained judges. There were two protocols for each subject, one for each of the two films. The Jourard film protocols were given to the judges upon completion of their training. Instructions included having the judges rate both the dimensions and the protocols in a predetermined random order, different for each of the three judges. In order to limit the possibility of a halo effect, judges were instructed to rate the protocols on only one dimension in any one sitting. In order to avoid the effects of rater fatigue, judges were instructed to rate for only two hours in any one sitting and for no more than four hours per day. Upon completion of the Jourard film protocols, the judges viewed the Rogers film with a sample protocol to refer to. Then they were given the Rogers protocols for rating.

A procedure for the administration and collection of the client SAS ratings was worked out with the instructor of "Section #1" of the course. In this section of the course, students in an undergraduate course in Education were recruited to serve as clients with the counselor trainees for thirty-minute counseling sessions. These undergraduate students rated the fifteen counselor trainees on the SAS immediately after completing their counseling session. Each trainee completed two separate counseling sessions which were rated by these student clients. Each client was counseled by and rated only one trainee. These ratings were given coded identification numbers and kept in a manila envelope.

A procedure for the administration and collection of the peer SAS ratings was worked out with the instructor of "Section #2" of the course. In this section, ten subjects were divided into three small laboratory training groups, two with three trainees and one with four trainees. The peers in these groups served as clients for their fellow students. They also evaluated each other's counseling in these groups. This grouping procedure was adopted in order to ensure that the ratings by peers were based on an adequate sampling of their fellow students' counseling. The peers rated their fellow students twice on the SAS: once immediately after having been a client with the student, and a second time for an overall rating at the end

of the quarter. These ratings were kept in a manila envelope. Student names were replaced by coded identification numbers.

For the laboratory part of the course, each of the trainees made fifteen-minute videotaped counseling sessions. Four-minute excerpts beginning at the ninth minute of each session were extracted from the students' first two videotaping sessions and transferred to sixty-minute videotapes for rating. The segments were coded for the outside judge ratings.

Five advanced doctoral students in Counselor Education were recruited to be the outside judges for this part of the study. All five had completed most of their five practicum and three internship experiences. In addition, all five had considerable professional counseling and supervisory experiences over periods ranging from one to six years. The writer was fortunate to have available five judges who all had much valuable prior experience in evaluating the effectiveness of counselors.

These five judges independently rated each of the four-minute videotape segments on the SAS. Each of the subjects was rated twice by the five judges, once for each of the two four-minute segments. The ratings were coded and kept in a manila envelope.

### Preparation of the Data for Statistical Analysis

After the data had been collected, coded, and scored, the outside judge ratings were computed for each subject by obtaining an average of the five scores on the SAS for Tape Series #1 and then for Tape Series #2. A combined effectiveness score was obtained by averaging together all ten ratings for both sets of videotaped segments. Client effectiveness ratings were computed by obtaining an average of the two undergraduate student ratings on the SAS. Peer effectiveness ratings were computed by obtaining an average of the peer ratings on the SAS. The perceptual dimension scores for each subject were obtained by computing the mean of the three trained judges' perceptual dimension ratings. This was done for both the Jourard and the Rogers film ratings.

The writer obtained and prepared the data for statistical analysis as described above. The data included:

- (1) Perceptual dimension scores on the seven dimensions for each of the two counseling films.
- (2) Tape Series #1, Tape Series #2, and Combined outside judge counselor effectiveness ratings on the SAS.
- (3) Client counselor effectiveness ratings on the SAS of the fifteen trainees in Section #1 of the course.
- (4) Peer counselor effectiveness ratings on the SAS of the ten trainees in Section #2 of the course.

### Statistical Treatment of the Data

This study investigated the relationship between seven perceptual dimensions as inferred by trained judges from written responses to films of two actual counseling sessions, and outside judge ratings of counselor effectiveness as measured on the Self-Anchoring Scale. The statistical tool chosen to analyze the relationship between the perceptual data and effectiveness ratings was the Pearson product-moment correlation. Pearson product-moment correlations were also used to examine the degree of relationship between the client ratings and the outside judge ratings, and the peer ratings and the outside judge ratings of counselor effectiveness. This statistic was also used to examine the degrees of interrelationship among the seven perceptual dimensions.

In order to determine the combinations of perceptual dimensions that might best predict the counselor effectiveness ratings, a multiple stepwise regression statistical technique was used. It is called a stepwise regression analysis because the procedure involves adding one variable for each step in the analysis and then calculating a regression equation for that step (Dubois 1965).

The computer program used for multiple stepwise regression correlation was BMD02R (Dixon 1968). The computations of this investigation were performed with an IBM 360, model 40 computer at the University of Florida Computer Center.



## CHAPTER IV

### ANALYSIS OF THE DATA

#### Introduction

The data were gathered according to the procedure described in Chapter III. The subjects viewed two films of actual counseling sessions to which they made written responses. Twenty-two of the subjects viewed the Jourard film, and all twenty-five of the subjects viewed the Rogers film. The written protocols generated from the showing of these two films were rated by three trained judges who inferred from these protocols the perceptual characteristics of the subjects on seven perceptual dimensions. The resulting perceptual dimension scores were punched onto IBM cards. Five outside judges rated the counselor effectiveness of the subjects on the Self-Anchoring Scale on the basis of viewing two five-minute videotaped segments of each of the subject's counseling. The resulting outside judge effectiveness scores for Videotape Series #1, Videotape Series #2, and a combined score were punched onto IBM cards. This completed the preparation of the data for computer processing. Client ratings were obtained for

the fifteen trainees in Section #1 of the course. Peer ratings were obtained for the ten trainees in Section #2 of the course. Electronic calculators were used in the computation of the Pearson correlations between the client and outside judge ratings, and the peer and outside judge ratings of counselor effectiveness on the SAS.

This chapter begins with an analysis of the measures used in this study: the Self-Anchoring Scale ratings of counselor effectiveness, and the perceptual dimension scores. Then, the results of the study are presented. The results are organized around the five questions posed for the study (see p.11) and the hypotheses tested to explore these questions (see pp.51-52).

### Analysis of Measures

#### Self-Anchoring Scale

Five outside judges used the Self-Anchoring Scale to rate the counselor effectiveness of the subjects in this study. The judges rated two separate sets of five-minute videotaped samples of each of the subject's counseling. The Guilford (1973) analysis of variance formula was used to compute the interrater agreement among the five judges. In rating Tape Series #1, the five judges agreed with an interrater reliability of .884. In rating Tape Series #2, the judges agreed with an interrater reliability of .787.

Thus, high levels of interrater agreement were obtained on the SAS when outside judges rated videotaped segments of the subjects' counseling. The means, standard deviations, and ranges of the scores for the outside judge ratings on the SAS are reported in Table 2. The means, standard deviations, and ranges of the scores for the client and peer ratings on the SAS are reported in Table 3. The correlation coefficient between the outside judge ratings of the subjects on Tape Series #1 and Tape Series #2 was .313. This positive but relatively low correlation coefficient indicates that the effectiveness levels of counselor trainees do fluctuate from session to session. The implications of these findings are discussed in Chapter 5.

#### Interrater Reliability Data for the Perceptual Dimension Scores

After the initial phase of training, the perceptual dimension scores on all but two of the dimensions had an interrater agreement of .75 or higher when computed by the Guilford formula (see Table 4). After the second phase of training, the scores on the remaining Depth-Surface and Holistic-Detailed dimensions were found to have an interrater agreement above the .75 level. In the first pre-reliability test, however, the scores on only two of the seven dimensions, Depth-Surface and Able-Unable, were found to have an interrater agreement above the .75 level. In the second pre-reliability test, scores on four

TABLE 2

Interrater Reliabilities, Means, Standard Deviations, and  
Ranges of Outside Judge Scores on the  
Self-Anchoring Scale

Descriptive Statistic	Videotape Series #1	Videotape Series #2
Interrater Reliability	.884	.787
Mean	5.48	5.87
Standard Deviation	2.15	1.59
Range	1.8 to 9.4	2.0 to 8.8

TABLE 3

Mean, Standard Deviation, and Range of Client and Peer Scores  
on the Self-Anchoring Scale

Descriptive Statistic	Client Ratings Section #1 (N=15)	Peer Ratings Section #2 (N=10)
Mean	9.80	8.17
Standard Deviation	1.14	1.33
Range	4.8 to 10.25	5.0 to 11.0

TABLE 4

Interrater Reliability Data  
of the Perceptual Judging

Dimensions	Training Reliability		Pre-Reliability Test		Study Reliability	
	Phase #1	Phase #2	Phase #1	Phase #2	Jourard Film	Rogers Film
Internal-External	.77	-	.47	.96	.81	.78
Grounded-Ungrounded	.97	-	.69	.94	.73	.90
Process-Content	.84	-	.30	.84	.73	.62
Depth-Surface	.19	.82	.83	-	.79	.61
Holistic-Detailed	.52	.81	-.27	.14	.76	.80
Able-Unable	.94	-	.86	-	.72	.75
With People-Apart from People	.96	-	.52	.77	.88	.91

Interrater agreements computed using Guilford's (1973) Analysis of Variance technique. See p.58 for formula.

of the remaining five dimensions had reached sufficient levels of interrater agreement. The Depth-Surface dimension with an interrater agreement of only .14 was still well below the desired .75 level. The writer decided to go ahead with the study and to include the Depth-Surface dimension since inspection of the data showed that in five of the six ratings the three raters were in agreement within a one-point interval. The low reliability coefficient appeared to be a function of a narrow range of scores rather than a function of a serious disagreement among raters. This hunch was supported when the Holistic-Detailed dimension was found to have obtained sufficient interrater agreement in the study itself for both sets of film protocol data.

The Jourard film ratings were all found to have relatively high interrater agreement. However, the scores on the Grounded-Ungrounded, Process-Content, and Able-Unable dimensions fell slightly below the .75 level. For the Rogers film data, all but two of the dimensions were found to have interrater agreement of .75 or higher. The interrater reliability coefficients of the Process-Content and Depth-Surface dimensions were at the .62 and .61 levels respectively. Since these levels of agreement are below the desired .75 level, the reader in interpreting the results of this study should place less confidence in the positive correlations with the effectiveness ratings on these two dimensions. These results indicate that it may

be more difficult to train judges to rate the Holistic-Detailed, Depth-Surface, and Process-Content dimensions with consistently high interrater reliability.

The Relationship Between the Perceptual Data as  
Inferred from the Rogers Film Protocols and  
the Jourard Film Protocols

The correlation coefficients between the ratings of the perceptual dimensions on the Rogers and Jourard film sets of protocol data were positive but generally low. These coefficients are reported in Table 5. The highest and only significant correlation coefficient was .47 on the Holistic-Detailed dimension. The lowest correlation coefficient was -.24 on the Able-Unable dimension. These results suggest that the content of the films used in obtaining the protocol data from the subjects is a significant intervening variable which changes the measurement of the subjects' perceptual fields.

However, looking at the amount of discrepancy between the pairs of scores reveals more encouraging results. Two dimensions, Holistic-Detailed and Internal-External, were in agreement within a one-point interval in 77 percent of the cases. The With People-Apart from People, Grounded-Ungrounded, and Process-Content dimensions were in agreement 73 percent of the time. Depth-Surface was in agreement 59 percent of the time; and Able-Unable, which correlated -.24, was within the one-point limit 50 percent of the time, and within a  $1\frac{1}{2}$ -point limit in 77 percent of



the cases. Further examination of the data suggests that the drop in correlation coefficients is, at least in part, a function of a narrowing of the range of the distributions. The two lowest correlated dimensions, Able-Unable and Process-Content, both had the two lowest standard deviations for both films.

In conclusion, it appears that in the use of the perceptual dimension scales very little discrepancy between scores must be maintained in order to achieve significant correlation coefficients between measures. Secondly, a narrow distribution of perceptual dimension scores will make the achievement of significant correlation coefficients more difficult. While an examination of the discrepancy scores suggests that the two films are yielding similar scores on the perceptual dimensions, these differences are still too great to be of statistical significance in this research study. Furthermore, these differences were of sufficient magnitude to wipe out any significant correlations between the Jourard film perceptual dimension scores and the counselor effectiveness criteria.

TABLE 5

Pearson Coefficients of Correlation Between the  
 Perceptual Data as Inferred from  
 the Rogers Film Protocols and  
 the Perceptual Data Inferred  
 from the Jourard Film  
 Protocols

Perceptual Dimensions	Pearson Correlations Between Films	Percentage of Agreement (Within a 1- point interval)
Internal-External	.37	77%
Grounded-Ungrounded	.39	73%
Process-Content	.15	73%
Depth-Surface	.30	59%
Holistic-Detailed	.47*	77%
Able-Unable	-.24	50%
With People-Apart from People	.28	73%

\* Significant at the .05 level of confidence

## Results

### Question #1

What is the relationship between the inferred perceptual characteristics of counselor trainees and outside judge ratings of counselor effectiveness?

### Hypothesis #1

There will be a significant positive relationship between the trained raters' scores on the perceptual dimensions and the outside judge ratings of counselor effectiveness as measured on the Self-Anchoring Scale.

#### The Relationship Between the Perceptual Data as Inferred from the Rogers Film and Outside Judge Ratings of Counselor Effectiveness on the Self-Anchoring Scale

An examination of the correlation coefficients between the perceptual dimension ratings as inferred by trained judges from the Rogers film protocols and outside judge ratings of counselor effectiveness on the SAS shows that three of the seven perceptual dimensions were found to be significantly related to the criterion measures of effectiveness. The correlation coefficients are presented in Table 6. The scores on the Grounded-Ungrounded dimension were found to be significantly related to all three measures of effectiveness at the .01 level of confidence. The scores on the Process-Content dimension were found to

TABLE 6

Pearson Coefficients of Correlation Between Perceptual Data  
as Inferred from the Rogers Film and Outside Judge  
Ratings of Counselor Effectiveness on  
the Self-Anchoring Scale

Perceptual Data from the Rogers Film	Pearson Correlations with Outside Judge Effectiveness Ratings		
	Videotape Series #1	Videotape Series #2	Combined Ratings
General Frame of Reference			
Internal-External	.003	.374	.201
Grounded-Ungrounded	.490**	.489**	.609**
Process-Content	.390*	.379	.479*
Depth-Surface	.332	.307	.399*
Perceptions of Purpose			
Holistic-Detailed	.310	.260	.358
Perceptions of Other Persons			
Able-Unable	-.098	.024	-.056
Perceptions of Self			
With People-Apart from People	.237	.264	.309

\* Significant at the .05 level

\*\*Significant at the .01 level

be significantly related to the effectiveness ratings on Videotape Series #1 and the Combined effectiveness ratings at the .05 level of confidence. The scores on the Depth-Surface dimension were found to be significantly related to the Combined effectiveness ratings at the .05 level of confidence. Hypothesis 1 was supported for the Grounded-Ungrounded, Process-Content, and Depth-Surface dimensions by the Rogers film data. Hypothesis 1 was not supported for the remaining four dimensions although there was a positive trend in the data for all but the Able-Unable dimension which correlated negatively on two of the three criterion measures.

The Relationship Between the Perceptual Data as  
Inferred from the Jourard Film and Outside  
Judge Ratings of Counselor Effectiveness  
on the Self-Anchoring Scale

An examination of the correlation coefficients between the perceptual dimension scores as inferred from the Jourard film protocols and the outside judge ratings of counselor effectiveness on the SAS shows that none of the seven perceptual dimensions were found to be significantly related to the criterion measures of effectiveness. These results are presented in Table 7. Hypothesis 1 was not supported by the Jourard film data. The correlation coefficients ranged from  $-.135$  on the Depth-Surface dimension as correlated with the effectiveness ratings on Videotape Series #2 to  $.320$  on the With People-Apart from

TABLE 7

Pearson Coefficients of Correlation Between Perceptual Data  
as Inferred from the Jourard Film and Outside Judge  
Ratings of Counselor Effectiveness on  
the Self-Anchoring Scale

Perceptual Data from the Jourard Film	Pearson Correlations with Outside Judge Effectiveness Ratings		
	Videotape Series #1	Videotape Series #2	Combined Ratings
General Frame of Reference			
Internal-External	-.044	-.098	-.083
Grounded-Ungrounded	.076	-.026	.036
Process-Content	-.118	-.041	-.100
Depth-Surface	.242	-.135	.084
Perceptions of Purpose			
Holistic-Detailed	.096	.019	.073
Perceptions of Other Persons			
Able-Unable	.177	-.074	.075
Perceptions of Self			
With People-Apart from People	.237	.264	.309

People dimension as correlated with the effectiveness ratings on Videotape Series #1. The low correlation coefficients, both positive and negative, strongly suggest that no relationship exists between the effectiveness criteria and the perceptual dimensions as measured by inferences made from the Jourard film protocols.

### Question #2

What combination of perceptual dimensions has the highest predictive power in determining the outside judge counselor effectiveness ratings?

#### Multiple Stepwise Regression Correlations for the Seven Perceptual Dimensions as Inferred from the Rogers Film Protocols

The multiple stepwise correlations between the scores on the seven perceptual dimensions as inferred by trained judges from the Rogers film protocols and the Combined outside judge counselor effectiveness ratings on the SAS are presented in Table 8. The strongest predictor was the Grounded-Ungrounded dimension, at .609. This was significant at the .01 level of confidence. "RSQ" indicates the degree of variation in the criterion accounted for by the predictor and each subsequent combined score. In this case, the Grounded-Ungrounded dimension accounted for approximately 37 percent of the total possible variance. The addition of the Able-Unable dimension increased the multiple R to .629 which was still significant at the .01

TABLE 8

Multiple Stepwise Regression Correlations Between  
Perceptual Data as Inferred from the Rogers Film  
Protocols and the Combined Scores of the  
Outside Judge Counselor Effectiveness Ratings  
on the Self-Anchoring Scale

Step #	Variable Entered	R	RSQ	Incr- ease	F Ratio (Test R)	F Ratio (Test new vari- able)
1	Grounded- Ungrounded	.609	.371	.371	13.567**	13.567**
2	Able- Unable	.629	.395	.024	7.186**	.880
3	Process- Content	.641	.411	.016	4.887*	.571
4	Internal- External	.648	.420	.008	3.613*	.288
5	Holistic- Detailed	.657	.431	.012	2.879*	.386
6	Depth- Surface	.658	.433	.002	2.288	.052

\* Significant at the .05 level of confidence

\*\*Significant at the .01 level of confidence



level of confidence. RSQ indicates that these two dimensions accounted for approximately 40 percent of the total possible variance. The increase in RSQ accounted for by the addition of the Able-Unable dimension was 2.4 percent of the variance which was not significant. The addition of the Process-Content dimension resulted in a multiple R of .641, accounting for approximately 41 percent of the variance, and significant at the .05 level. The increase in variation of 1.6 percent was not significant. With the addition of the Internal-External and the Holistic-Detailed dimensions, the multiple R for this combination of five predictors was .657, accounting for 43 percent of the variance, and significant at the .05 level. With the addition of the sixth variable, Depth-Surface, the multiple R was no longer significant.

The results of the multiple regression analysis show that the only variable that can be considered a significant predictor of the counselor effectiveness ratings is the Grounded-Ungrounded dimension. With the addition of the other dimensions, in no case was there a corresponding significant increase in RSQ.

Multiple Stepwise Regression Correlations for the  
Seven Perceptual Dimensions as Inferred from  
the Jourard Film Protocols

The multiple stepwise regression correlations between the scores on the seven perceptual dimensions as inferred

by trained judges from the Jourard film protocols and the Combined outside judge counselor effectiveness ratings on the SAS are presented in Table 9. The strongest predictor was the With People-Apart from People dimension which correlated .275 with the criterion variable. This correlation coefficient was not significant. The addition of five additional dimensions increased the multiple R to .435 which accounts for approximately 19 percent of the total possible variance. None of these correlations were significant. The results of the multiple regression analysis suggest that perceptual dimension scores as inferred from the Jourard film protocols on these seven dimensions are not significant predictors of the counselor effectiveness ratings by outside judges on the SAS.

### Question #3

What is the relationship between the outside judge and the client ratings of counselor effectiveness?

### Hypothesis #2

There will be a significant positive relationship between outside judge ratings and client ratings of counselor effectiveness as measured on the Self-Anchoring Scale.

### The Relationship Between the Client and Outside Judge Ratings of Counselor Effectiveness on the Self-Anchoring Scale

The correlation coefficient between the client and outside judge ratings of counselor effectiveness was .37

TABLE 9

Multiple Stepwise Regression Correlations Between  
Perceptual Data as Inferred from the Jourard Film  
Protocols and the Combined Scores of the  
Outside Judge Counselor Effectiveness Ratings  
on the Self-Anchoring Scale

Step #	Variable Entered	R	RSQ	Incr- ease	F Ratio (Test R)	F Ratio (Test new vari- able)
1	With People-Apart from People	.275	.076	.076	1.642	1.642
2	Internal- External	.369	.136	.061	1.500	1.332
3	Process- Content	.397	.158	.021	1.121	.451
4	Depth- Surface	.426	.182	.024	.943	.502
5	Grounded- Ungrounded	.432	.186	.005	.732	.089
6	Able- Unable	.435	.189	.003	.583	.053

which is not significant at the .05 level of confidence. Hypothesis 2, that there will be a significant positive relationship between outside judge ratings and client ratings of counselor effectiveness as measured on the SAS, is not supported by this research study. The clients rated the trainees much higher on the SAS than did the outside judges. The client mean effectiveness rating was 9.8 while the outside judge mean rating for these same fifteen subjects was 6.0. Of the fifteen subjects being rated by clients, only three were rated below nine. On the other hand, none of the Combined effectiveness scores by the outside judges were above nine. The client ratings seem to have been affected by "error of leniency."

#### Question #4

What is the relationship between the outside judge and the peer ratings of counselor effectiveness?

#### Hypothesis #3

There will be a significant positive relationship between outside judge ratings and peer ratings of counselor effectiveness as measured on the Self-Anchoring Scale.

#### The Relationship Between the Peer and Outside Judge Ratings of Counselor Effectiveness on the Self-Anchoring Scale

The correlation coefficient between the peer and outside judge ratings of counselor effectiveness was .85, statistically significant at the .01 level of confidence.

Hypothesis 3, that there will be a significant positive relationship between outside judge ratings and peer ratings of counselor effectiveness as measured on the SAS, is supported by this research study. The results of this study are strongly suggestive of a positive relationship between peer and outside judge ratings of counselor effectiveness. Of the ten subjects being rated by their peers, eight were rated within the range of 7.5 to 9.5. The outside judges, on the other hand, had Combined effectiveness scores within the 4.0 to 7.0 range in twenty of the twenty-five cases. The peer mean effectiveness rating was 8.2 while the outside judge mean effectiveness rating for these same ten subjects was 5.1. While rating generally lower than the clients, the peers still tended to rate each other higher than the outside judges rated them.

#### Question #5

What are the interrelationships between the perceptual dimensions?

#### The Interrelationships Between the Seven Perceptual Dimensions as Inferred from the Rogers Film Protocols

The scores on the seven perceptual dimensions as inferred by trained judges from the Rogers film protocols were found to be interrelated when a matrix of inter-correlations was computed. The correlation coefficients, ranging from .160 to .776, are presented in Table 10.

TABLE 10

Matrix of Intercorrelation Coefficients for the Seven Perceptual Dimensions  
As Inferred by Trained Judges from the Rogers Film Protocols

Perceptual Dimensions	1	2	3	4	5	6	7
1. Internal-External		.532**	.528**	.546**	.588**	.448**	.554**
2. Grounded-Ungrounded			.742**	.689**	.593**	.160	.572**
3. Process-Content				.544**	.393*	.423*	.656**
4. Depth-Surface					.776**	.261	.634**
5. Holistic-Detailed						.293	.423*
6. Able-Unable							.331
7. With People-Apart from People							

\* Significant at the .05 level of confidence

\*\*Significant at the .01 level of confidence

The two dimensions most highly interrelated (.776) were the Depth-Surface and Holistic-Detailed dimensions. The two dimensions least interrelated (.160) were the Grounded-Ungrounded and Able-Unable dimensions. Four pairs of dimensions were found not to be significantly related. Thirteen of the correlation coefficients, however, were found to be significant at the .01 level of confidence.

The Interrelationships Between the Seven  
Perceptual Dimensions as Inferred  
from the Jourard Film Protocols

The scores on the seven perceptual dimensions as inferred by trained judges from the Jourard film protocols were found to be interrelated when a matrix of inter-correlations was computed. The correlation coefficients, ranging from .336 to .788, are presented in Table 11. The two dimensions most highly interrelated (.788) were the Depth-Surface and Holistic-Detailed dimensions. The scores on these two dimensions were the most highly interrelated for both the Jourard and Rogers films. The two dimensions least interrelated (.336) were the Internal-External and Grounded-Ungrounded dimensions. Only this pair and the Process-Content and With People-Apart from People dimensions (.355) were found not to be significantly related. Twelve of the correlation coefficients were significant at the .01 level of confidence.

These results are in agreement with previous research studies which report similar results (Gooding 1964, Usher

TABLE 11

Matrix of Intercorrelation Coefficients for the Seven Perceptual Dimensions  
As Inferred by Trained Judges from the Jourard Film Protocols

Perceptual Dimensions	1	2	3	4	5	6	7
1. Internal-External		.336	.414*	.734**	.691**	.412*	.481*
2. Grounded-Ungrounded			.416*	.480*	.414*	.547**	.486*
3. Process-Content				.583**	.593**	.707**	.355
4. Depth-Surface					.788**	.622**	.583**
5. Holistic-Detailed						.737**	.633**
6. Able-Unable							.542**
7. With People-Apart from People							

\* Significant at the .05 level of confidence

\*\*Significant at the .01 level of confidence



1966, Vonk 1970, Dedrick 1972). These results support the idea that the perceptual dimensions are holistic in nature.

## CHAPTER V

### CONCLUSIONS AND IMPLICATIONS

#### Introduction

In this study, the researcher examined the relationship between the perceptual characteristics of counselor trainees and their levels of counselor effectiveness. More specifically, the researcher examined the relationships between seven dimensions of perceptual organization and global counselor effectiveness ratings. In this chapter, the conclusions as they relate to each of these seven perceptual dimensions are reported. The conclusions and implications of other aspects of this study are also presented and discussed.

#### An Evaluation of the Seven Perceptual Dimensions

##### Internal-External

The perceptual dimension scores for the Internal-External dimension as inferred by trained judges from the Rogers film protocols were found to be correlated highest with the counselor effectiveness ratings on Videotape

Series #2 at .374 and with the Combined effectiveness rating at .201. On the inferences made from the Jourard film protocols, there were low negative correlations with all three effectiveness ratings. None of the correlation coefficients on this dimension were found to be significantly correlated with the effectiveness ratings. As indicated by the multiple regression analysis, this dimension was not a significant predictor of effectiveness ratings. This dimension was found to be significantly intercorrelated with the other six dimensions, most highly with the Depth-Surface and Holistic-Detailed dimensions. Interrater reliabilities were high for this dimension.

#### Grounded-Ungrounded

The Grounded-Ungrounded dimension showed the most promise of the seven perceptual dimensions as an indicator of counselor effectiveness ratings. While perceptual dimension scores inferred from the Jourard film protocols were found to be low and not significant, the scores inferred from the Rogers film protocols were found to be positive and significantly related to the effectiveness criteria at the .01 level of confidence. As indicated by the multiple regression analysis, this dimension, as scored from the Rogers protocols, was found to be the single highest predictor of the counselor effectiveness ratings, accounting for 37 percent of the variance. The dimension was found to be significantly intercorrelated with the

other dimensions. Interrater reliabilities were high on this dimension and reached .90 on the Rogers film data.

### Process-Content

The Process-Content dimension, as scored from the Rogers protocols, was found to be significantly correlated at the .05 level with the counselor effectiveness ratings on Videotape Series #1 and with the Combined effectiveness ratings. The correlation coefficients between the perceptual dimension scores, as scored from the Jourard protocols, and the counselor effectiveness ratings were found to be low, negative, and not significant. As indicated by the multiple regression analysis, this dimension was not a significant predictor of the counselor effectiveness ratings. Most all of its contributing variance was covered by the highly predictive Grounded-Ungrounded dimension with which it was most highly intercorrelated. This dimension was found to be significantly intercorrelated with the other dimensions. The interrater reliabilities for this dimension were not above the desired .75 level, falling from .73 in the Jourard data to .62 in the Rogers data. Possible difficulty in the training and interrater reliability of this dimension is indicated.

### Depth-Surface

The Depth-Surface dimension as scored from the Rogers protocols was found to be significantly correlated with the

Combined counselor effectiveness ratings at the .05 level of confidence. With the Jourard protocol data, the correlation coefficients were low and not significant. As indicated by the multiple regression analysis, this dimension was not a significant predictor of the counselor effectiveness ratings. This dimension was found to be significantly intercorrelated with the other dimensions, most highly with the Holistic-Detailed dimension for both sets of protocol data. The interrater reliabilities for this dimension were low initially in the training, but maintained high levels until the Rogers data in which the interrater agreement fell to the .61 level. Possible difficulty in the training and interrater reliability of this dimension is indicated.

#### Holistic-Detailed

The Holistic-Detailed dimension as scored from the Rogers protocols was found to be correlated at .358 with the Combined effectiveness ratings. This correlation coefficient was not significant. As scored from the Jourard protocols, this dimension was found not to be correlated significantly with the effectiveness ratings. As indicated by the multiple regression analysis, this dimension was not a significant predictor of the effectiveness ratings. This dimension was found to be significantly intercorrelated with the other dimensions, most highly with the Depth-Surface dimension. The interrater

reliability and training of this dimension appears to be the least stable. Very low reliability coefficients were reported in both pre-reliability tests, but adequate levels of interrater reliability were achieved for the actual study. This dimension was the only one in which the scores inferred from the Rogers film protocols were found to be significantly correlated with the scores inferred from the Jourard film protocols. This dimension appears to be least affected by changes in film content.

#### Able-Unable

The Able-Unable dimension when inferred from film protocols showed the least promise as a predictor of the counselor effectiveness ratings. In all cases, the correlation coefficients were low and not significant. While this dimension was significantly intercorrelated with the other dimensions when inferred from the Jourard film protocols, this was not the case with the Rogers film protocols where four of the intercorrelations were not significant. Also, the correlation coefficient between the Jourard film data and the Rogers film data on this dimension was  $-.24$ . This dimension seems to be the one most affected by changes in film content. While interrater reliabilities were high for this dimension, it appears that the film method for generating protocols is not appropriate for obtaining meaningful scores on this dimension.

### With People-Apart from People

When inferences were made from the Jourard film protocols, the scores on the With People-Apart from People dimension were found to be correlated highest with the effectiveness ratings, .320 with the ratings on Videotape Series #1 and .275 with the Combined effectiveness ratings. These correlations, however, were not significant. When inferences were made from the Rogers film protocols, the coefficients of correlation between the scores on this perceptual dimension and the effectiveness ratings ranged from .237 to .309, none of which were significant. As indicated by the multiple regression analysis, this dimension was not a significant predictor of effectiveness ratings when inferred from film protocols. This dimension was significantly intercorrelated with the other perceptual dimensions. Interrater reliabilities were generally highest on this dimension.

### The Interrelationships Between the Seven Perceptual Dimensions

High and statistically significant levels of interrelationship between the perceptual dimensions were found in this study. These results are in agreement with the previous research findings of Gooding (1964), Usher (1966), Vonk (1970), and Dedrick (1972) who also found high positive intercorrelations between the dimensions. This

pattern of interrelationships found in previous studies holds up in this study with the inclusion of the three newly developed dimensions. These findings provide additional support for the idea that the perceptual dimensions are holistic in nature.

In Chapter II, theoretical support was presented for the idea that the intuitive process might be composed of a constellation of five perceptual dimensions. It was pointed out that the intuitive process is often characterized by: an internal rather than an external frame of reference; a holistic rather than detailed focus to experience; a grounded rather than ungrounded approach to experience; a concern with the process rather than the content aspects of experience; and a focus on the depth rather than the surface aspects of experience. Some initial empirical support for this way of understanding the intuitive process is found in this study. These five perceptual dimensions were significantly intercorrelated in both the Jourard and Rogers film perceptual data. This was especially true of the Rogers film perceptual data in which nine of the ten intercorrelations between the five dimensions were significant at the .01 level and the tenth was significant at the .05 level. These results, while limited in scope, are encouraging. Further studies, with larger and more diverse groups, including factor analytic studies, are recommended.



Client, Peer, and Outside Judge Ratings  
of Counselor Effectiveness  
on the Self-Anchoring Scale

After having viewed five-minute videotaped segments of the trainees' counseling, outside judges rated the counselor effectiveness of the trainees on an adapted version of the Self-Anchoring Scale. The results of these counselor effectiveness ratings of counselor trainees on the SAS are encouraging. The resulting distributions indicated that the judges were able to discriminate among the levels of counselor effectiveness delineated on the eleven step SAS with a high degree of interrater agreement. Two sets of videotapes were rated by the judges. Two sets were made because the writer felt that the performance of beginning trainees might fluctuate considerably from session to session. The correlation coefficient comparing the ratings of the trainees on these two sets of videotapes was .313, indicating that there was some fluctuation. The writer expected that the combined average of two videotapings would give the best estimate of a trainee's level of counselor effectiveness. The Rogers film results tend to support this assumption with five of the seven perceptual dimension scores having a stronger relationship with the Combined effectiveness scores than either of the two videotaping series ratings taken individually (see Table 6). More research in which counselor trainees are rated at regular intervals over longer periods of time would be

helpful in determining the stability of effectiveness ratings generated by this approach.

The Self-Anchoring Scale was also used to obtain client and peer ratings of counselor effectiveness. The client ratings were correlated .37 with the Combined outside judge ratings. The peer ratings were correlated .85 with Combined outside judge ratings. The continued use of the Combined outside judge ratings on the SAS as a measure of counselor effectiveness is supported by the high positive correlation between the independently derived peer and outside judge ratings of counselor effectiveness.

Comparisons of the client, peer, and outside judge ratings reveal an interesting pattern of results. The clients rated the trainees as the most effective. Only three of the fifteen trainees had a mean effectiveness rating below 9. Peer ratings, in eight out of ten cases, fell in the 7.5 to 9.5 range. The outside judges rated the trainees as least effective with 20 of 26 ratings falling in the 4 to 7 range. The ratings varied consistently among raters according to their level of counseling experience and according to the number of ratings they made. The clients were undergraduate students. The writer assumes that few, if any, of the clients had been involved in previous counseling experiences. The clients made their ratings on the basis of their experience with only one trainee each. The peers, however, were

graduate students in counseling programs. They had received exposure to examples of counseling through films, videotapes, and demonstrations. Also, the trainees rated two of their peers in their lab training groups on two occasions so they made more ratings based on more exposure than did the clients. The outside judge raters were the most experienced, being advanced doctoral students in the program with considerable practicum, internship, and professional experience related to the evaluation of counselor effectiveness. In making their ratings, they were exposed to videotaped samples of the counseling of twenty-five trainees on two different occasions. Being most knowledgeable and experienced in the counseling process, the outside judges would seem best equipped to make evaluations of this kind. Some additional empirical support for this explanation is found by examining the mean number of effectiveness criteria used by the clients, peers, and outside judges in their anchoring of the SAS. As reported in Table 12, the clients listed the smallest number of effectiveness criteria while the outside judges listed the largest number of effectiveness criteria in their anchorings.

TABLE 12

Mean Number of Effectiveness Criteria  
Listed on the SAS Anchorings

Raters	Most Effective Anchoring Criteria	Least Effective Anchoring Criteria
Clients	4.45	3.65
Peers	6.25	5.63
Outside Judges	14.40	10.60

Interrater Reliability of the Perceptual Dimensions

In previous studies, Dedrick (1972), Dellow (1971), Vonk (1970), Brown (1970), and Gooding (1964) have used a percentage of agreement method for determining interrater reliability. The specified level of reliability in these studies was defined as having the judges reach agreement within a two-point limit on the seven-point continuum for a minimum of 75 percent of the perceptual items. Also, in these studies, the researchers reported reliability measures for the perceptual dimensions as a whole. Reliability measures for each of the dimensions taken individually were not reported.

This study adopted much more stringent measures of interrater reliability on the perceptual dimensions. The writer adopted the Guilford formula for computing reliability as did Jennings (1973). Secondly, raters were trained and reliability was computed for each of the individual dimensions. The writer adopted this procedure to see if some of the dimensions differed in their degree of difficulty in obtaining and maintaining interrater reliability.

First of all, the judges were trained in each dimension until an interrater reliability of .75 or higher was obtained. In order to reach this level of interrater agreement, the Depth-Surface and Holistic-Detailed dimensions took extra training. At the end of a second phase of training all of the dimensions were found to have interrater reliability coefficients of .77 or higher. A pre-reliability sample of six protocols was given to the three raters. On only two of the five dimensions, Depth-Surface and Able-Unable, did the trained judges reach a level of .75 or higher. A second pre-reliability sample of five protocols was given after another period of review and training. On four of the remaining five dimensions, the trained judges reached a level of .75 or higher. Yet, with all of this training, three of the dimensions fell slightly below the desired .75 level in the Jourard film ratings and two fell below the .75 level in the Rogers film ratings. The results, then, do indicate that some dimensions may be

more difficult than others to rate reliably. The Grounded-Ungrounded and With People-Apart from People dimensions seem easiest, while the Depth-Surface dimension seems most difficult. The stability of the Holistic-Detailed dimension is questionable.

These results are in sharp contrast to previous studies which seem to indicate that the dimensions are relatively easy to rate. Jennings found significant correlations between perceptual dimension scores by "minimally trained" students living in university housing and the effectiveness ratings of paraprofessional residence assistants. Jennings concluded from his study that, "It appears that relatively little training is necessary for utilizing the perceptual dimensions as a rating scale" (p.97). Yet, these perceptual dimension scores by "minimally trained" students were not significantly correlated with the trained judges' ratings. Interrater reliability coefficients were reported for the trained judges only and not for the "minimally trained" students. And, since Jennings also points out how the positive correlations could have resulted from a "halo effect," his conclusion that little training is necessary seems unwarranted.

In contrast with the "minimally trained" students in the Jennings study, the three trained judges in the present study were especially qualified and thoroughly trained. All three were advanced doctoral students in counselor

education; and all three were themselves doing dissertations using perceptual dimension ratings. Two of the three raters had recently served as raters in a study involving rating sixty five-minute videotape segments of counseling on five perceptual dimensions.

The reported difficulties in achieving high reliability appear to be the result of adopting more detailed and stringent measures of interrater reliability. A comparison between the methods will serve to illustrate this point. Previous researchers have used a reliability measure specified as agreement within a two-point limit for a minimum of 75 percent of the time. In this approach three judges' scores of 3,3,3 and 3,4,5 would both be given equal positive weight as agreement; and scores of 3,3,6 and 1,4,7 would be given equal negative weight as disagreement. In the Rogers film ratings made for this study, the With People-Apart from People and Process-Content dimension interrater reliabilities were .91 and .62 respectively. However, using the percentage of agreement (within a two-point limit) method, the raters were in agreement on both dimensions 96 percent of the time!

Further research, which is designed to explore the question of how much expertise and training is needed for judges to accurately and reliably rate the various perceptual dimensions, is recommended. Differences in rating the perceptual dimensions may also be a function of the

type of data from which the judges make their inferences. For example, perhaps making inferences from film protocols is more difficult for judges than making inferences from Human Relations Incident protocols. Additional research might help to compare the appropriateness and effectiveness of making perceptual inferences from various types of data sources.

#### The Use of Counseling Films in the Generation of Protocol Data

This study experimented with a new method for obtaining protocol data. Written protocols were generated by having the subjects view and respond to films of actual counseling sessions. Two films were used in order to provide additional data for evaluating this new method. In one of the films, Dr. Carl Rogers counseled with an adult female. In the other film, Dr. Sidney Jourard counseled with an adult male. The two counseling styles differed considerably. In the opinion of the writer, Dr. Rogers' style was overtly more accepting and reflective while Dr. Jourard's style was overtly more challenging and confrontive. By comparing perceptual dimension data generated from the two films, the question of whether or not the film content made a difference in the rating of the perceptual dimensions was explored. The question of how these differences in perceptual dimension ratings might affect their correlations with the effectiveness criteria was also explored.



An examination of the Pearson correlation coefficients between the two film ratings on each dimension does show some differences. The highest and only significant correlation coefficient was .47 on the Holistic-Detailed dimension. On the other dimensions, all but one of the correlation coefficients were in the expected positive direction but too low to reach significance. The coefficient of correlation between the two films on the Able-Unable dimension was -.24. This dimension seems to be the one most affected by changes in film content.

These differences between film ratings do make a difference in the resulting coefficients of correlation between the perceptual dimensions and the counselor effectiveness criteria. The use of the Jourard film protocols resulted in perceptual dimension ratings which were found not to be significantly correlated with the effectiveness criteria. The use of the Rogers film protocols, on the other hand, resulted in perceptual dimension ratings which were found to be correlated consistently higher with the effectiveness criteria. The use of the Rogers film protocols resulted in three dimensions; Grounded-Ungrounded, Process-Content, and Depth-Surface; which were significantly correlated with the counselor effectiveness ratings on the SAS. As indicated by the results of this study, the Rogers film seems to be more effective than the Jourard film as a data source for the rating of the perceptual dimensions.

While there is insufficient data for making any definitive conclusions, this writer has several possible explanations for the differences in results between the films. In the past, written protocols have been generated through the use of projective instruments such as Human Relations Incidents (Combs and Soper 1963, Vonk 1970, Dellow 1971, and Jennings 1973) and Thematic Apperception Test cards (Benton 1964, Dedrick 1972). In discussing the value of projective tests for the collection of perceptual data, Combs and Snygg have stated:

The assumption of projective tests is that whatever meaning he (subject) puts into such materials must be related to his own perceptual field. In the TAT, for example, he is asked to tell a story about a picture, the details of which are purposely quite vague and ambiguous. Therefore, whatever story the subject tells he is projecting into the picture from his own personality or experience. (1959, p.109)

Projective devices, then, are purposely vague and ambiguous. Counseling films do not provide the subjects with as vague and ambiguous stimuli as do projective instruments. Perhaps, then, the more clear and specific content of the film method distorts the perceptual dimension ratings. For example, the ratings on the Able-Unable dimension may be primarily a function of the subjects' perceived abilities of the particular counselor and counselee presented on the film rather than an indication of the subjects' perceptual fields. This might explain the  $-.24$  coefficient of correlation between the Rogers and Jourard film protocol scores

on this dimension. On the other hand, the Grounded-Ungrounded dimension may be better suited to the film protocol method.

Another possible explanation for the inconsistent findings of this study was suggested to the writer by Dr. Combs. The film protocol method may be generating protocol data that is more of a "critique of counseling" rather than a sample of subject behavior which would be sensitive to the subjects' perceptual characteristics as they would function in an actual helping relationship. The film method by its very nature invites the subjects to be outside observers of a helping relationship. A method which samples behavior in which the subjects are involved and actively participating in helping relationships may be necessary for adequate measurement of the perceptual dimensions.

The potential value of the use of counseling films for generating protocol data is not clear from this research. The results are mixed. The Jourard film protocols were not successful in producing ratings which correlated significantly with counselor effectiveness ratings. The Rogers film protocols, however, were more successful. Six of the seven dimensions were positively correlated with effectiveness ratings, three of which were significant at the .05 level. More research is needed to evaluate this

new method of generating protocol data, research which would compare it with other previously used methods.

### Summary

Perceptual psychologists contend that effective helpers can be distinguished from ineffective helpers on the basis of their differing perceptual characteristics. This study provides some support for the idea that the perceptual characteristics of counselor trainees are related to their ratings of counselor effectiveness. On one of the two sets of film protocols, trained judges made inferences that resulted in perceptual dimension scores which correlated significantly with outside judge ratings of counselor effectiveness on three of the seven dimensions. All three of these dimensions; Grounded-Ungrounded, Process-Content, and Depth-Surface; were the new ones developed and explored for the first time by this writer. These results, along with the new dimensions high intercorrelations with the other perceptual dimensions, give some initial support for the acceptance of these newly proposed dimensions, and for their continued use in future research studies. The idea that the intuitive process may be characterized by five of the seven perceptual dimensions is given some support by the high positive intercorrelations found between the dimensions. The use of the Self-Anchoring Scale as a global measure of counselor

effectiveness was supported by this study, particularly when used by outside judges viewing videotaped samples of the subjects' counseling. The SAS results indicated that the outside judges could discriminate among levels of counselor effectiveness with a satisfactory degree of interrater agreement. Peer ratings of counselor effectiveness were found to be significantly correlated with outside judge ratings of counselor effectiveness. Because of the mixed results of this study, more research designed to further evaluate the film method of generating protocol data is needed.

## APPENDIXES

## APPENDIX A

### THE STOPPING PLACES FOR THE JOURARD AND ROGERS FILMS

#### Jourard Film Stopping Places

- Stop 1: (Client) ". . . great crusade of the twentieth century."
- Stop 2: (Client) "It's not consistent; it too frequently wanes."
- Stop 3: (Counselor) ". . . how I can be helpful if you don't mind being that way."
- Stop 4: (Client) "I'm kind of going around in a circle."
- Stop 5: (Counselor) "You strike me as half dead."
- Stop 6: (Counselor) "You make it sound half dead to me."
- Stop 7: (Client) ". . . safe, predictable, non-risk things."

#### Rogers Film Stopping Places

- Stop 1: (Client) "I want you to help me get rid of my guilt feelings, about lying or going to bed with a man. Just so I can feel more comfortable."
- Stop 2: (Client) "I want to approve of me always, but my actions won't let me. I want to approve of me."
- Stop 3: (Client) "Do you feel that that could hurt her?"

Stop 4: (Counselor) "What is it you wish I would say to you?"

Stop 5: (Counselor) "You've been sitting there telling me just what you'd like to be doing with your relationship with Pam."

Stop 6: (Client) "That's solved. . . I do feel relieved."

Stop 7: (Counselor) "It's so much easier to be a little flip because you don't feel the big lump inside that hurts."



## APPENDIX B

### INSTRUCTIONS GIVEN TO SUBJECTS IN PRESENTING THE COUNSELING FILMS

I am going to show you a film of an actual counseling session. As you watch the film, I hope you will become as involved as possible in this helping relationship.

On several occasions I will stop the film and ask you to write for a couple of minutes on what you are experiencing in the counseling at that point. You are not supposed to try to remember everything nor try to pinpoint the moment of stopping, but simply give your natural response at that moment to what you are experiencing as happening in the film. Please try to make your written responses reflect your own experiencing as best you can. For your responses to be valid in this study, it is important that you do not discuss the film or your writing among yourselves until afterwards. Please be sure and label each stop: #1, #2, #3, etc.

. . . . Showing of the Film . . . .

Now that you have seen the entire film, I would like you to imagine that you have just finished counseling this client yourself (as you might have done it, not as it was presented in the film) and that you are now writing yourself some personal case notes. Include in your notes three things: (1) your assessment of the client; (2) the crux of the counseling problem; and (3) your ideas for helping this client in future sessions.

## APPENDIX C

### SAMPLE PERCEPTUAL DIMENSION SCORESHEET

Judge: \_\_\_\_\_

Subj: \_\_\_\_\_

Film: \_\_\_\_\_

#### Grounded/Ungrounded Perceptual Dimension Scoresheet

Grounded: The counselor trainee makes simple and tentative hunches which follow directly from and are closely tied to his direct experiencing of himself and the world. He focuses more on following the emerging data rather than on abstract theorizing. Theorizing is kept subordinate to experience.

Ungrounded: The counselor trainee engages primarily in abstract theoretical elaborations leaving the direct experiencing of himself and the world far behind. He spends most of his time categorizing and building constructs, logical fitting games that are not closely tied to his experiencing. He structures his experiencing around his theorizing, adopting complex theories on the basis of little or no data.

Grounded

Ungrounded

1

2

3

4

5

6

7

**APPENDIX D**

**SELF-ANCHORING SCALE**

## INSTRUCTIONS

I am conducting a study which tries to specify the personal characteristics of effective counselor trainees. I am investigating this question from the point of view of clients (peers).

I shall be grateful if you will help me in my research by filling out the following counselor trainee rating scales. The directions are printed on the scales. Please feel free to ask me if you do not understand the directions.

**IMPORTANT:** Your ratings will be kept strictly anonymous. In no way will these ratings be used in the evaluation of students. The responses will be used solely for the purposes of this research project.

Thank you for your cooperation.

## COUNSELOR TRAINEE RATING SCALE

I am attempting to find out what criteria you use when evaluating counselor trainees in terms of their counselor effectiveness. I shall be grateful if you help me in my investigation of this problem by describing the personal qualities and characteristics that you would use in making evaluations of counselor effectiveness.

First, imagine the personal qualities and characteristics of counselor trainees that would make them most effective as practicing counselors. List those imagined personal qualities and characteristics.

Second, imagine the personal qualities and characteristics of counselor trainees that would make them least effective as practicing counselors. List those imagined personal qualities and characteristics.

## COUNSELOR TRAINEE RATING SCALE

DIRECTIONS: Please rate the students in this laboratory training group according to your own best estimate of their counselor effectiveness. Do this by assigning them the number on the ladder that you feel represents her/his present level of effectiveness (#11=most effective; #1=least effective). Consider your own list of qualities and characteristics of effective and ineffective counselors as you make your rating.

11

\_\_\_\_\_

The counselor trainee the most effective in his counseling at the top of the ladder.

10

\_\_\_\_\_

9

\_\_\_\_\_

8

\_\_\_\_\_

7

\_\_\_\_\_

6

\_\_\_\_\_

5

\_\_\_\_\_

4

\_\_\_\_\_

3

\_\_\_\_\_

2

\_\_\_\_\_

1

\_\_\_\_\_

The counselor trainee the least effective in his counseling at the bottom of the ladder.

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## BIOGRAPHICAL SKETCH

I was born May 11, 1945. Hooray! According to my parents, I got off to a fine start. I did well in school, doing my homework regularly, getting good grades, and making the high school tennis and basketball teams. However, I fell far short of my youthful fantasies of becoming a basketball star. Sigh!

Upon graduation from high school in 1963, I followed my brother's footsteps and entered the Army Reserve to "get my military obligation out of the way." I learned about the military way of life. I learned that it was not for me. I also learned to understand and appreciate my freedom.

In February of 1964, I entered San Jose State, having no professional objective in mind. I disliked the lecture-test classes and became disillusioned with higher education. I decided to join the honors program in Sociology because it offered small, personal seminars. Dr. Snell Putney and others helped me rediscover a love for learning.

As I became aware of the many social issues of our time, my "Great American Dream" image of America began to crumble. I became an enthusiastic supporter of movements

for social change. Also, my developing commitment to pacifism made my last months of Army Reserve meetings increasingly difficult and guilt-producing.

About this time, I also turned inward to examine my values and goals in life. This process was stimulated when I discovered existentialism through a second important teacher, Dr. Herman Shapiro. Peer support for this process was added when I took a sensitivity group class in the experimental college program with Dr. Thornton Hooper. This opportunity for sharing my goals, values, and feelings with others turned me on and helped me recognize the importance of warm and open relationships with others. This turning inward marked a new beginning, a rebirth, a journey of self-discovery which continues today. Getting ahead, being recognized, and pleasing others have dropped in importance. Being honest, open with my feelings, passionately involved, understanding and compassionate of others, and becoming a living example of my values and ideals have become the new focal points for my strivings.

I graduated in 1968 from San Jose State with a B.A. in Sociology, a minor in Philosophy, and a rapidly growing interest in Psychology.

Still floundering occupationally, I remained at San Jose State for two years as an "unspecified graduate student," taking a variety of courses from professors that

excited me. As an undergraduate I helped support myself by working as a recreation leader for the San Jose Parks and Recreation Department. For the next two years, I was a teaching assistant in New College, a four year liberal arts program. I led seminars in the Social and Behavioral Sciences and assisted the program counselor, my friend Dr. Hooper. I also helped Dr. Hooper lead growth groups for the college peer program and for an extension services psychology course. My TA job was challenging and rewarding. I discovered that I often learned more as a teacher than as a student. My colleagues, especially Dr. Hal DeBey and Dr. Jack Pierce, were exciting people to work with.


From my experiences in New College, my involvement in growth and encounter groups, my readings in Psychology and Philosophy, and my counseling and related experiences with Dr. Hooper, my desire to work directly in helping relationships with people solidified. Through the development of my own interests and involvements, I was becoming my own brand of teacher-psychologist-therapist-counselor, and I was liking this process very much.

I decided to make it official and to get higher education's professional training and stamp of approval. In September of 1970, I packed my car and headed for the Department of Counselor Education, University of Florida, Gainesville, Florida. While at Florida, I grew in my understanding of the helping process and further developed


my abilities as a group and individual counselor. Through a graduate assistantship, I served as a group leader for the department's sensitivity group course, and I assisted in the teaching of the Counseling Theory and Laboratory course. From these experiences, I learned more about the process of helping others grow into effective helpers. My practicum and internship experiences at the University of Florida Counseling Center were also valuable.

With the completion of this dissertation, I will be entering a new phase in my growth and development, both as a person and as a helping professional. Recently, at my cottage on Newnan's Lake, I have been doing a lot of meditating on the end of my student role, and on "where in the world" I will next discover a place where I can continue to do the things which I enjoy and do best.


I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

  
David Lane, Chairman  
Professor of Education

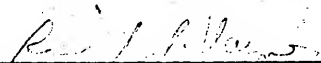
I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

  
Arthur W. Combs  
Professor of Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

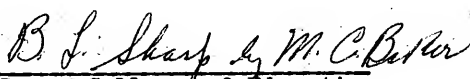
  
Richard Johnson  
Professor of Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

  
\_\_\_\_\_  
Richard Haynes  
Professor of Philosophy

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Dean, College of Education

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Dean, Graduate School